

JURNAL AKADEMIKA

Jurnal Hasil Penelitian

<https://www.ejournal.lppmunidayan.ac.id/index.php/akd>

e-ISSN : 2548-4184

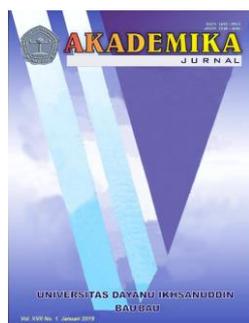
P-ISSN : 1693-9913

Keywords: *Teaching Speaking, Impact of Social Skills, English Education Students.*

Kata kunci: *Mengajar Berbicara, Dampak Kemampuan Sosial, Mahasiswa Pendidikan Bahasa Inggris.*

Korespondensi Penulis:

Email: antiniap@yahoo.co.id



PENERBIT

Lembaga Penelitian dan Pengabdian pada Masyarakat Universitas Dayanu Ikhsanuddin Baubau.

Alamat: Jl. Dayanu Ikhsanuddin No. 124 Baubau

THE IMPACT OF SOCIAL SKILLS IN TEACHING SPEAKING

Antini Apriliana Nasrun¹⁾

¹⁾ English Educational Study Program, Teacher Training and Educational Faculty UMU BUTON, Baubau, Indonesia.

Dikirim: 21/05/2021;

Direvisi: 29/05/2021;

Disetujui: 31/05/2021.

Abstract

The goal in this research were to identify The Impact of Social skills by the lecturer in teaching speaking. The Research used a descriptive qualitative research design. The instrument of this study involved interview, observation, and documentation. The subject of this research is a lecturer who taught speaking to students. The data analysed as employed based on procedured of data analysis, consisted of step data reduction, display, and conclusion. The result of this research showed that there were some social skill that lecturer impacted in teaching speaking in verbal and nonverbal communication, namely: discipline, respect, responsibility, self confidence, tolerance, honest and responsibility, curious, critical thinking, problem solving, decision making, and communication skill. Based on the impacted of social skill, the lecturer manner to transfer his social skill with smile, sometimes did joke in the classroom. The impact of lecturer social skills in students' speaking skill is very fluency based on the interview of the students. Most of them said have impact for them to be good and more self confidence, social skill also make student want to be public speaker, more better relationship, better communication, greater efficiency, increase overall happiness, and more empathy.

Intisari

Penelitian ini untuk mengetahui Pengaruh Kecakapan Sosial Dosen dalam Mengajar Berbicara. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Instrumen penelitian ini meliputi wawancara, observasi, dan dokumentasi. Subjek penelitian ini adalah dosen yang mengajar berbicara kepada mahasiswa. Analisis data digunakan berdasarkan prosedur analisis data, terdiri dari langkah reduksi data, tampilan, dan kesimpulan. Hasil penelitian menunjukkan bahwa ada beberapa pengaruh kecakapan sosial dosen dalam mengajar berbicara dalam komunikasi verbal dan nonverbal, yaitu: disiplin, hormat, tanggung jawab, kepercayaan

diri, toleransi, jujur dan tanggung jawab, ingin tahu, berpikir kritis, pemecahan masalah, pengambilan keputusan, dan keterampilan komunikasi. Berdasarkan dampak dari ketrampilan sosial tersebut, sikap dosen dalam mentransfer keterampilan sosialnya dengan senyuman, terkadang juga bercanda di dalam kelas. Dampak dari keterampilan sosial dosen terhadap keterampilan berbicara mahasiswa sangat lancar berdasarkan hasil wawancara dengan mahasiswa. Kebanyakan dari mereka mengatakan memiliki impact bagi mereka untuk menjadi lebih baik dan lebih percaya diri, keterampilan sosial juga membuat siswa ingin menjadi pembicara publik, hubungan yang lebih baik, komunikasi yang lebih baik, efisiensi yang lebih baik, peningkatan kebahagiaan secara keseluruhan, dan lebih banyak empati.

1. BACKGROUND

In this modern era, teacher needs to see that the students are successful at school and also in environment. Students today must have a planning not only to pass tests at school but also to pass the tests of life. Student has to find the way of searching the goals in their learning. Therefore, teaching emotional and social skills are very important in developing the fundamental value of individuals, social and spiritual in our country are obstructed. Ref. [1] states that Emotional Quotient (EQ) gives 80% contribution on one's success in society, and only 20% is caused by cognitive aspect.

Social skills are the desire to interact and communicate with other people in a certain social environment in a certain way that is socially acceptable to the environment and have things discussed at the same time be beneficial, personally beneficial, or beneficial to others. Social skills are used to interact and communicate with other people in society and are carried out directly or indirectly to determine the level of a person's emotional intelligence towards their environment.

Lecturer is an important component in the education system, especially in the teaching process in the classroom and outside the environment. Law Number 14 of 2005 concerning Teachers and Lecturers states that lecturers are professional educators and scientists whose main obligation is to transform, develop, and disseminate knowledge, technology, and art through education, scientific research, and communities' service. It indicates that to be a lecturer, a lecturer must conduct educating and teaching, scientific research, community service, and activities supporting performance.

One of the categories social skills are working in a group, demonstrating social responsibility, being responsible, managing emotions, interacting, with the community, participating in local and global culture, developing physical potential. Sportsmanship, discipline, cooperation, and healthy living [2].

Hereby concludes, this researcher is interested in conducting research with that title "The Impact of Social Skills in Teaching Speaking".

Ref. [3] state that is someone who has high social skills, if in him has social skills which consist of a number of attitudes including:

- a) Social Awareness;
- b) Idea skills, effectiveness, and our influence in communicating with other people or groups;
- c) The development of empathy or the ability of individuals to connect with others at a more personal level;
- d) Interaction skills.

Ref. [4] state that speaking is an active and meaningful interaction that creates an environment that actively involves receiving and processing information. On the other hand,

1. Direct communication

Environment gives knowledge and receives knowledge, one of which is direct interaction in the classroom. Direct communication between lecturers and students can be classified from how to produce words and speak when someone speaks. During the communication interaction, the teacher must carry out structured conversations and meaningful conversations.

2) Indirect communication

Indirect communication aims at an implicit basis shown by the lecturer's actions such as direct eye contact, gestures in class, facial expressions in class, body position, physical proximity, and body movements.

2. PROBLEM STATEMENT

Based on the text above, the problem formulation of this study is as follows: (1). What is the Effect of Lecturer Social Skills in Teaching speaking? (2). What is the Influence of Lecturer Social Skills on Student Speaking Skills?

3. METHOD OF THE RESEARCH

3.1 Design and Samples

This study uses a qualitative descriptive method to inform information related to the questions in this study. The aim of qualitative

research results is to convey accurate and clear information about the environment, processes, or even beliefs. Descriptive data were collected by means of a questionnaire survey, telephone survey, interviews, and observations. This research method is used to describe the social impacts that have an impact on teaching speaking skills in the teaching and learning process environment.

Qualitative descriptive is a model used in qualitative research for descriptive studies, especially to find out about education and its environment in real conditions based on what happens in the social environment [5].

Descriptive qualitative research generally practicing model interaction results examples that have goals such as us taking the maximum variation results that have been described as useful for gaining broad insight and rich environmental interactions in a learning atmosphere [6].

3.2 Instrument and Procedure

The instruments used in this study to produce data that has something to do with this research. They are passive participant observation, interviews, field notes, and documentation. The researcher observe and records classroom interaction but does not relate or do in the environment studied [7]. the researcher do not choose active participant observation to avoid the bias data during observation.

The interview is conduct to know his opinion dealing with the research questions. There are nine questions to be ask. In this case, the researcher will uses structure interview to get data. There are two kinds of the notes, namely : descriptive note base on actual data that is take from personal communication with lecturers and students; and reflective note base on private opinion of the researcher. the writer will gather the syllabus or lesson plan of the lecturer and additional data through documentation. This primary data resource can be video or picture. Bogdan in [8] stated that documentation is the complement of observation and interview in qualitative research. the Observers, researchers are observers outside the environment who are not directly involved in the classroom situation being observed. In addition, the researcher examined all research-related aspects using a checklist guide. The observation checklist will be adapted from [9] which consists of 14 items of Interpersonal Verbal Communication Measurement (VICM), and 14 items of Non-verbal Interpersonal Communication Measurement

(NVICM) with the Indonesian version. A recording device is used to collect data during classroom observations. the total number of meetings is four. However, according to one expert in [10], in qualitative research, it is hoped that the research will be carried out in the field first before carrying out actual research to find out what things can be examined in actual research. Thus, the total number of each class informally is four observing meetings in class.

3.3 Data Analysis

The results of data collection observations, interviews, field notes, and documentation, were analyzed by qualitative data analysis. In particular, qualitative research processes several data analyzes using an analytical model which [11] say is often referred to as an interactive data analysis method. For example, researchers reveal that qualitative data analysis activities are in an active and ongoing process until complete, so the data is already saturate.

4. FINDINGS AND DISCUSSIONS

4.1 Findings

The findings are the answers to the research questions presented in section 1.

The data elicited from the interview of lecturer in English education as the person who teach speaking at the fourth semester and five students in speaking class. The interview was intended to find out the Impacted of social skills in the teaching of speaking.

The impact of speaking on teaching varies from finding to finding. In the data from the results of this study, from the results of interviews, it was found that there are 8 social skills that are generally integrated. in the observation data findings of class 8 social skills that have the potential to increase. Currently, a similar result is made using a different outcome of the work process, namely the impact of character education in the national curriculum. There are 8 selected social impact characters that fall into four competencies [12]. Researchers adapted and modified. Table 4.1 represents the social skills that have an impact on speaking from classroom observations.

Table 1.
Impact of Social Skills by Lecturer in Teaching Speaking

No.	Social Skills	Classroom Observation			Σ
		1	2	3	
1.	Honest	7	7	7	21
2.	Discipline	6	6	6	18
3.	Responsibility	7	7	7	21
4.	Tolerance	7	7	7	21
5.	Cooperative	6	6	6	18
6.	Respect	5	5	5	15
7.	Self Confidence	7	7	7	21
8.	Curiosity	8	8	8	24
9.	Critical/Creative Thinking	8	8	8	24
10.	Problem Solving	8	8	8	24
11.	Decision Making	7	7	7	21
12.	Communication Skill	8	8	8	24

By Kemendiknas, 2013 no 1-7 and new : 8-12

From table 1, there were 7 social skills that were integrated in speaking namely: Honest, discipline, responsibility, tolerance, cooperative, respect, self confidence, and decision making at the second column. They are conceptually integrated empirically evident during classroom sessions. Most social skills are conceptually integrated in speaking. Meanwhile, there are only a few social skills integrated in speaking.

1) Respect

Based on interviews, observations and video recordings. Lecturer A always smiled and sometimes joked to make the class atmosphere not tense in the classroom. Secondly, I saw his always pay close attention when students talk in front of the class. He always attend all students in the class and at the end of the lesson he stand and approach the students. He also convey the explanation. He always gives more attention when his students speak in front of the class even though the things discussed are not interesting).

So based on that attitude, the lecturer integrate "respect" in class when teaching speaking. because respect is a good attitude in act and always being kind to everyone.

2) Responsibility

Based on the results of interviews and classroom observations through videos, Lecturer gave individual assignments for each student to be able to speak in front of the class. He give the opportunity. They also accept the risk and the second chance is repeated when they cannot speak in front of the class or not fluently. So, He give a second chance for every student who is lacking. The students also carry out what Lecturer said or requested.

So based on the writing above. It showed his social skill "responsibility" to students. Because responsibility is the attitude or behavior of someone to carry out their obligations that must be done to themselves and their social environment. In this case the learning in the classroom.

3) Self Confidence

Based on my observations in class and the results of interviews with students. Lecturer was very enthusiastic when explaining something in front of the class. He is very confident with gesture and his tone of voice when teaching. And have a good impact on their students. The students became more enthusiastic because the lecturers were enthusiastic. There is a moment where students speak in front of the class by calling and citing Lecturer positively. So here I consider successful integration social skill self confidence applied by Lecturer. All students brave a percentage in front of the class. Sometimes he made joke when he teach and make his students laugh. I think the flight hours are high with enthusiasm when teaching from gestures and vocals that are not monotonous when explaining. Successfully integrated to the student.

So based on the description above, Lecturer integrates the social skill "self confidence" into his students. Because self confidence is the condition of a person mentally and psychologically giving a strong belief to act.

4) Tolerance

Based on observations, videos and interviews in class. He gives material that makes students active every time in the class. In the material students speak and other students must listen and answer what their friends are talking about. Examples include guessing the name of an object and someone. Based on the material, lecturer

managed to apply the other students not to disturb their friends when talking or differing ideas and opinions. And able to work with friends or students who have different backgrounds. In teaching, I also heard the father speak. "I will look for references on Google about Islam." There, Lecturer also appreciates and sees the other points of view. In his interview also face to face to ask his students. And sometimes he discuss or ask about social problems such as what in your family there are different religions. What are you doing? That is one example of a question during the final test. To practice speaking, tolerance and critical thinking.

The text above shows that you integrate social skills, namely "tolerance". Because tolerance is an attitude and action that respects background, views and beliefs.

5) Discipline

Based on the results of interviews and observations, I am in the class, Lecturer always arrives right time and last the class right times. Based on the material provided, it is always consistent and according to the rules when in class. Especially speaking. When students speak in front of the class according to the rules given by the lecturer. They speak only 3 minutes per person. And there were 12 students who were given the opportunity to speak in front of the class. He also always dress neatly. Follow campus rules. Students also feel a positive impact on it. So they want to be on time too.

So based on the results of interviews and observations in the class that shows the behavior of social skills, namely "discipline". Because discipline is an action that shows orderly behavior and adheres to various rules and regulations.

6) Cooperative

At the time of observation, the attitude of the lecturer and the results of the interview, one of the students answered that the students had a group to consult their problems in speaking. Even in class, he teach how to work together well. In public speaking cooperation is one giving clue in speaking and the other observing and answering what is spoken by the speaker. This is where good cooperation occurs.

This shows the social skills attitude "cooperative". because the cooperative is working together with other people to achieve a common goal. By sharing tasks and helping.

7) Honest

In my observations in class, Lecturer gave material on the topic of speaking, namely "telling his students to public speaking in front of the class. In the material is to mention the characteristics of objects and people. But it can't say what the object is and who that person is. It can only just mention the characteristics. So here students are taught to be honest and critical thinking with good communication skills. So as to make friends and lecturers understand. In the material students are taught to speak as naturally as possible and what they are. At the time the material was taking place Mr. Lecturer told about his personal experiences related to the material. And at the second meeting because students are not ready for the material. So, he asked students what they feel. And do they want to change the day if they can't when that day. Then there is voting in class. If there are 12 students who agree from 30 students. The lesson is considered further.

So in that case it shows "honest" social skills that are impacted by Lecturer when teaching speaking English to his students. "because honest is a behavior that expresses feelings as they are and one of the indicators tells students about personal experiences that have to do with learning".

8) Curiosity

Based on observations in class. Lecturers and other students have curiosity about what is said by students. The students who are in charge of speaking in front of the class. Lecturer makes very good material. So as to provoke students' curiosity more deeply. And other students pay more attention to their friends when talking. As well as admiring the interesting ideas that his friends told him in front of the class.

From the results of observation, Lecturer managed to integrate "Curiosity" social skills with his students through his material. Because curiosity is an attitude or action always strives to know more deeply and extends from something that is learned, seen, and heard.

9) Critical/Creative Thinking

Based on the results of observations in the classroom. The lecturer integrates social skills critical thinking in the classroom. Through the material he gives to his students. So students have high creativity when they want to say something in front of the class. Based on their respective duties. For example, when public speaking guess about person. Tells in detail the characteristics of someone. After the students tell the characteristics of public, example from artists,

politicians, to the president. Become an insight And their critical thinking is more widespread. Because it is given an opportunity. There can't be the same with each other. So make students more innovative. Want to convey something different from others. So as explained above, it contains social skills critical thinking and "creative thinking" from the lecturer so that students form a real proof of being creative. Because creative thinking or critical thinking is thinking or doing something to produce new ways or results from something that is already owned and always looking for something better.

10) Problem Solving

Based on the results of observations and interviews the lecturers provide concrete evidence of problem solving in the classroom. For example, when the students speak and the wrong grammar then the student becomes silent and confused what to say. Directly lecturer quickly corrected this. Then if the students repeat again the ones that are scratching are friends.

So directly Lecturer gives an example of how to integrate social skills "problem solving" in the class. Successfully demonstrated by students. Because problem solving is a mindset that brings someone positive thinking to find a way out of the problem.

11) Decision Making

Based on the results of observations in the class. I saw the noisy atmosphere of the class because the topic did not match what they had thought before. So Lecturer wisely gives his students the choice to continue today or tomorrow if they are not ready. And in the class voting is held. Furthermore, this is a fair choice for students. Who votes more than 12 people. The lesson will continue. Make choices for the common good and involve students.

From the example of the observation above the lecturer integrates "decision making". Because it makes students have to choose and make decisions. Because decision making is facing and taking action according to joint calculations is the right action to solve the problem.

12) Communication Skill

Based on the results of the interview this is the most important thing. Because lecturers answer the most important thing is that they can make my students have good communication skills. The lecturer told students to choose the right words and good ones when speaking. Good tone pressure. Always able to make the atmosphere happy for their self and for others.

So through the real example integrated by the lecturer the most important thing is "communication skill". because communication skills are the capital and key to success in the social environment so that it can build good relationships in the classroom.

Table 2.

The impact of lecturer social skill in student speaking skill

No	The impact	The fact based on observation and interview			Σ
		1	2	3	
1	More self confidence	7	7	7	21
2	More students want to be public speaker	8	8	8	24
3	More better relationship	8	8	8	24
4	Better communication	7	7	7	21
5	Greater efficiency	8	8	8	24
6	Increase overall happiness	7	7	7	21
7	More empathy.	8	8	8	24

The quotes:

(Very influential Of course. It because the aspect of my judgment is not only on the verbal communication. But also the non-verbal how their behavior in class. Or when speaking in front of the class with the theme that I gave. For example, if they already have self-confidence, honest, discipline and respect for others. It can work together with themselves in speaking in front of the class. Of course the value will be better. Which must be balanced between cognitive skills and social skills. I did not judge their intelligence but also how their behaved when delivering the material).

4.2 Discussions

The results of this discussion explain the data process analysis of the two research questions discussed in the study. The discussion is divided into two parts based on the research questions in this study. Researchers discuss the impact of social skills, lecturers' methods, and the extent to

which the impact of social skills by lecturers in teaching speaking in the classroom.

The impact of lecturer' social skills in students' speaking skill.

Based on the results of the interview, social skills have an impact on students speaking skills. Because the answers from the teacher and student speaking skills are inseparable from social skills. Where it relates to each other. The social skills impacted by the lecturer greatly influenced the speaking skills of his students to be even better. Of all the answers they wanted and motivated from The lecturer who had self confidence, respect, tolerance, honest, responsibility, good discipline. So that students want to include these elements when they speak in front of the class. It without feeling awkward and embarrassed. They are also more confident.

Social skills are very influential in speaking skill because from the interview results, It is stated that what makes student motivation for speaking is a real example of what is integrated by the lecturer. Especially on the lecturers' social skills. Other abilities such as establishing group collaboration, interacting with peers, dealing with conflict, and learning to work together greatly influence students' speaking. The lack of students 'social skills will have an impact on the students' low academic performance, especially speaking skills. Tends to be lonely and can't interact with peers getting a lack of confidence. So that students find it difficult to speak in front of the class [13]. Through the influence of these social skills, a student will be able to have the ability to take roles, socialize, and have good academic achievement.

Social skills are also expressed by lecturers. According to him, there are some social skills that must be possessed by children, namely knowing oneself, knowing emotions, empathy, sympathy, sharing, negotiation, helping, cooperation, and competing [14].

In his description, it was explained that children's social skills need to be developed in order to gain confidence when speaking in front of the class. Can deal with various problems and find the best solution. And easily accepted by others, the influence of social skills makes it easy for children to speak in front of the class. Able to get along with other people wherever you are. Children who have good social skills will grow confident in speaking according to the expectations of lecturers and their environment appropriately.

5. CONCLUSION

Based on the result, which presents the first problem statement is how ELT lecturer recognize the importance of developing student' social skills in the teaching of speaking. The 12 social skills were adapted and modified from [15].

Based on interviews compared to observations, the researcher found that the social skills integrated in teaching speaking are creative thinking, problem solving, decision making, communication skills and curiosity.

In section 1 presents the second problem statement is how Lecturers transfer the impact of social skills in learning activities, especially in teaching speaking.

Lecturers teach speaking skills in various ways for the impact of positive social skills in teaching speaking. It has a good impact on teachers by developing interactive activities and a positive environment in the classroom with developed social skills. In other words, lecturers transfer social impacts through the teaching process. with this, the lecturer modifies the way it teaches in the classroom. things that need to be considered. Some of the impacts of lecturers' social skills in teaching are through class management, lecture materials, and teaching methods. and a question and answer process.

There are two frequently used verbal and nonverbal communications from lecturers. Direct communication, namely directly calling students by name when talking to them, sharing personal experiences with students, and using terms such as "we" and "we" to refer to class. motivate students and praise them directly. Meanwhile, indirect communication is smiling in class while talking and making eye contact when calling out students' names. clapping their hands when students answer well, and pointing at students not to make a fuss in class.

Based on the findings above, it can be concluded that lecturers have a good impact on transferring social skills to their students through direct and indirect communication. in several ways the impact of the social skills of the lecturers in teaching speaking, namely through class management, subject matter questions, and direct teaching interaction parkter.

In practical terms, this study becomes an input and source of information for lecturers.

Based on the results of interviews of students and lecturers they answered the impact and are interrelated which cannot be separated between

speaking and social skills. Social skill as a complement to speaking student who can bring ideas, ideas, critical thinking. All of that is achieved well in the presence of non-verbal and verbal communication in the classroom. So how is the application of self confidence in speaking really influential.

REFERENCES

- [1] Depdiknas. Konsep Model Pengembangan Integrasi Kurikulum Pendidikan, Kecakapan Hidup: Pendidikan Menengah. Pusat Kurikulum. Jakarta, 2007.
- [2] Gatchul, Muin. Influence (Sosial Skills) for caring to student and lecturer For good achievement. Jakarta, Unpublished Thesis. UNJ, 2012.
- [3] Hornby, Zhrie. Korelasi antara Kerja Guru dengan Pembentukan Karakter Peserta Didik pada Sekolah Menengah Atas Negeri 1 Alla Kab. Enrekang. Unpublished Disertation. Makassar: UIN Alauddin, 2006.
- [4] Joyce, B, Educational reseracher: Quantitative, Qualitative, and mixed approaches. Los Angeles: Sage Publication, 2013.
- [5] Kelly, Types of Nonverbal communication, 2010.
- [6] Lai, Emily R, & Viering, Michaela. Assessing 21st Century Skills: Integrating Research Findings. National Council on Measurement in Education Vancouver, B.V, 2012.
- [7] Mazarin, Jade, children development definition teaching techniques.html). (1 oktober 2018 jam 12:25), 2005.
- [8] Megawangi, Ratna, Semua Berakar pada Karakter. Jakarta. Fakultas Ekonomi Universitas Indonesia, 2007.
- [9] Miles, M.B and Huberman, A. M. Qualitative Data Analysis: Expanded Source book 2nd edition. California: Sage Publication, 2014.
- [10] Moore, Eileen Kennedy. Psychology Today Looks at Extraverted Growing Friendship, 2011.
- [11] Nunan, Ahmad. The Influence of Teacher Talk toward Students Attitude To Speak English, Unpublished Thesis. Graduate Program. Makassar. UNM, 2010.
- [12] Polit, Back. Building Social Skills through Activities. USA. <http://www.Politbeck.Com>. 2009.
- [13] Sajidin., Nurkamto, Joko., Saleh, Mursidin., and Retmono. Integrating LifeSkills in English Language Teaching (ELT): Strategies, Problem and Their Possible Solutions. Bandung. LANGUAGE CIRCLE Journal of Language And Litterature Vol. VII/2 April, 2013.
- [14] Samsul, Bachri. Lessons to Enhance or increase the social skill for students, Chindren's Social Skills. The Institute of Education, 2011.
- [15] Sugiyono, Metode Penelitian Pendidikan Pendekatan kuantitatif, Kualitatif Dan R & D. Bandung.: Alfabeta, 2011.