

THE INSERTION OF SOFT SKILL ON STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF TBI DEPARTMENT AT STAIN PAMEKASAN

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**Abstract:** *Many students get difficulties in speaking English because of a weak soft skill they have, such as motivation, creativity, and self-confidence. Therefore, lecturers' role in inserting soft skill in teaching speaking is essential because learning success is influenced more by soft skill than Intellectual Quotient. This study discussed kinds of soft skills inserted by lecturers in teaching speaking, the ways of lecturers insert them, and how those soft skills help students speak English. This study used qualitative approach by descriptive research design. The data are obtained from English lecturers and TBI students at the third semester of STAIN Pamekasan, period 2014/2015 by observation, field note, interview, and documentation. The results revealed that there are kinds of soft skills inserted by the lecturers, such as self-perceptions, motivation, perseverance, metacognition, social skill, and creativity. Whereas, the ways lecturers insert them are by using classroom discussion, reward, telling story, teacher talk, ordering students to perform drama, microteaching, asking students to use name tag, and sometimes lecturers use the same way in the next meeting if the previous materials have not finished. Those soft skills contribute to the students' speaking skill, such as making them more communicative, more interactive, and used more various language.*

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**Keywords:** *Insertion; Speaking Skill; Soft Skill*

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## INTRODUCTION

Students who take English Teaching Learning Program should master speaking skill because it is one of the basic skills in learning English. It will also help them communicate each other by using English. By mastering this skill, it will help them utter their idea in English. They also should do it because they are the candidates of English teacher, and as candidates of English teacher, they should be able to speak English fluently to support their performance in teaching-learning process.

On the other hand, the researcher had conducted an interview with students at STAIN Pamekasan, and based on this interview the researcher has found that there are still some students who take English Teaching Learning Program cannot speak English because their less self-confidence to utter their idea in English. Their less self-confidence occurs because

they do not believe in themselves that they can speak English. Therefore, they do not have self-confidence to show up their ability to speak English in public. They are also shy and fear to speak English in public whether inside or outside of the class room because they think that their accuracy on speaking English is not good and people who listen their speaking English will laugh. Consequently, they prefer choose silent to do communication with others by using English. These phenomena are appropriate with the research which is conducted by Diao Zhiping, the student of Malaysian University. She shows that the causes of Iranian and Algerian student are not able to speak English fluently because of anxiety, such as fear of being in public, shyness, and inaccuracy when speaking.(Zhiping & Paramasivam, 2013: 5–6) From these research and phenomena, the researcher finds the information that the factor which makes students is not able to speak English because they have a weak soft skill in themselves, so they could not explore their ability in speaking skill.

Soft skill is a term often associated with a person's EQ (Emotional Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterizes relationship with other people.('Soft skills', 2017) From this definition, soft skills refer to non cognitive skills of how people manage themselves and maintain their relationship with another, such as having good communication with another, keeping spirit, and something relates to their personality. It can also guide them on successful learner, even though, they have low intellectual quotient.

Based on the definitions and phenomena that the researcher provides, it shows that soft skills are so important in human life, especially for students because it can guide them to build success whether in their school or in society. They can maintain their passion, manage themselves, and build good relationship with among people. Moreover, based on the research which is conducted by psychologist David Cleeland from Harvard University shows that the successful person is not determined by hard skill, but it is determined by the ability to manage themselves and others (soft skill) (Herman, 2014). Goleman also said in his book that IQ only contribute 20 percent for successful person, and 80 percent is fulfilled by another intelligent, such as EQ, and SQ (Goleman, 1996: 44–45), whereas soft skills come from emotional intelligent and spiritual intelligent (Redaksi ITS, 2014). Therefore, soft skills are so important to support the successful students and it is suggested for them because there are many students do not have spirit and self-confidence after graduated from university caused by the weakness of soft skill which they have.

This research focuses on lecturers because they have an important role in insertion soft skill. As educators they do not only teach academic skill, but they should also form their students' character. It is suitable with their roles as Harmer mention that the roles of teacher are controller, organizer, assessor, prompter, participant, resource, tutor, and

observer (Harmer, 2007: 57–62). Therefore, lecturers have important role to form their students' character by inserting soft skill.

This research also focuses on students' speaking skill at the third semester because one of function of language is to communicate each other as JR.Firth said that language as interactive and interpersonal (Brown, 2007: 223). And based on the information that researcher obtains from some students at the third semester of TBI department that there are some of them who do not have self-confidence and motivation to utter their idea in speaking English so that they cannot explore their speaking skill. But, because the lecturers also insert soft skill in teaching speaking, the students can be more active and explore their speaking skill. Therefore, it possibly for researcher to conduct this study at the third semester, because there are some soft skills involved such as leadership, self-confidence, and managing the class, so the researcher will know the process of insertion soft skill by lecturer in teaching speaking and how it can explore the students' speaking skill.

From all of these explanations, the researcher thinks that soft skill is very important to be inserted on students' speaking skill at the third semester and engages to conduct study about The Insertion of Soft Skill on Students' Speaking Skill at the Third Semester of TBI Department at STAIN Pamekasan.

Based on the phenomena that is explained above, the researcher provide three research focuses in this study, those are what kinds of soft skills are inserted by lecturers to the students' speaking skill at the third semester of TBI Department at STAIN Pamekasan, and how do lecturers insert soft skills to the students' speaking skill at the third semester of TBI Department at STAIN Pamekasan, and how do soft skills help students at the third semester of TBI Department at STAIN Pamekasan speak English.

## **LITERATURE REVIEW**

### **The Hierarchy of Needs of Abraham Maslow**

The researcher should provide this theory because it relates to the developing of human needs which have strong relationship with soft skill. This is introduced by Abraham H. Maslow. According to Maslow's theory, there are five types of human needs. The most basic needs are physiological needs, after that comes from the need of safety, then love and belongingness need, and then esteem need. The fourth needs above must be satisfied before a person can act unselfishly which is called self actualization.

#### **a. Physiological needs**

Physiological needs are the basic needs that are so called physiological drives. Two resent lines of research make it necessary to revise our customary notions about these needs: first, the development of the concept of homeostasis which refers to the body's automatic efforts to maintain a constant, normal state of the blood stream. The second, the

finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body (Maslow, 1978: 35–36). Based on this explanation, it can point out that these needs are the most need that a person should have before another need. When these needs are unsatisfied, a person will not develop his need.

b. Safety needs

Safety needs come when physiological needs are relatively well gratified. It can be categorized as security; stability; dependency; protection; freedom from fear; from anxiety and chaos; need for structure, order, law, limits; strength in the protector, and so on (Maslow, 1978: 39). A person who has fulfilled his physiological needs, his needs will develop into safety needs which will make him secure and far from anxiety.

c. The belongingness and love needs

If both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal (Maslow, 1978: 43). These needs are the needs which make person want to have relationship to other people (social skill).

d. The esteem needs

These needs may therefore be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation (Maslow, 1978: 45). This explanation shows that people need to develop their self esteem in order to obtain their reputation or prestige from other people so that they will have self-confidence in showing their ability in society.

e. The need for self actualization

This term refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming (Maslow, 1978: 46). It shows that this need will make people are able to actualize themselves by exploring their ability in order to make them the best, then in making them to be true, they should explore their creativity, such as designing the task that they face by themselves as well as possible in order to make it to be good job.

### **Definition of Soft Skill**

The researcher provides the definition of soft skill in review of related literature because it will give deeper understanding of soft skill itself, and it will limit the topic that will be discussed by the researcher. Soft skills cover a wide spectrum abilities and traits (Klaus, 2007: 2). It refers to the personality traits- means that the persons thought, feeling, and behavior which respond their condition in certain ways (Heckman & Kautz, 2012: 10). Soft skills are also defined as intrapersonal and interpersonal behaviors that develop and maximize human performance (Bernthal, n.d.). Based on all of definitions, soft skills refer to non cognitive skills of how people manage themselves and maintain their relationship each other relates to intrapersonal and interpersonal behaviors which come from emotional and spiritual intelligences, such as having good communication with another, keeping spirit, cooperation, and others relates to their personality, environment, and spiritual. It can also guide them to be successful learner, even though; they have low intellectual question (IQ).

### **Kinds of Soft Skill**

The researcher provides kinds of soft skill in this study because it will help her to identify soft skill which students have. In this part, the researcher only mention kinds of soft skill relate to non cognitive skills students have, because this research only focus on soft skill that relate to non cognitive skills. The potential key non cognitive skills are:(Gutman & Schoon, 2013: 7) self perceptions, motivation, perseverance, meta cognitive strategies, self control, social competencies, resilience and coping, and creativity.

### **Speaking**

The researcher should provide about speaking and its components or elements in this part, because it will help her describe the students' speaking skill in analyzing data later. Speaking is an activity to articulate something which is done by speaker in order to conduct communication each other. According to Harmer, the elements of speaking divided into two (Harmer, 2007: 269–271); first, language features which consists of connected speech, expressive device, lexis and grammar, and negotiation language. Second, mental/ social processing which consists of language processing, interacting with others, and (on-the-spot) information processing.

### **Teaching Speaking**

In this part, the researcher will explain about the roles of teacher and the strategies for developing speaking skill. It is important to do because it will ensure that the teacher has important role in inserting soft skill. By knowing these roles, it will give a clue that teachers do not only teach academic skill, but they also have great contribution in inserting soft skill to their students. According to Jeremy Hermer, the roles of teacher are: controller, organizer, assessor, prompter, participants, resource, tutor, and

observer.(Harmer, 2007: 57–62) The lecturers should be able to select the appropriate role for their students. They can insert some soft skill in teaching learning process during they do their role.

### **Inserting Soft Skill in Teaching Learning Process for University Students**

The researcher should provide the explanation of inserting soft skill in teaching learning process because it will help the researcher to describe the way of English lectures insert soft skill to the students' speaking skill in analyzing data later. According to K. Kechagias, the place of soft skill training for university students can be the class room or the work place (Kechagias, 2011: 59–62). In this study, the researcher only focuses on the class room training of soft skill for university student. Classroom training is the essential of studies during the students in educational institutions. Additionally, Jacqueline said that in order to teach hard skill effectively, professor also have to teach soft skill (Waggoner, 2010: 8). Amer also said that the educators should be ready to try something new and modify their assignment to help students' practice and connect; in this case they should focuses on enhancing of behaviors and personality traits (soft skill) that go beyond technical skills and give the students a chance to learn what to do (Amer, 2010: 10). These statements show that as educators, they should know their students' soft skill need so that they can insert appropriate soft skill to their students by giving some instructions whether throwing some assignments which are modified by them or addressing some question to their students.

Based on these explanations, it is important for educators to give appropriate instruction to their students to insert soft skill in teaching learning process; in this case is in teaching speaking, in order to help their students explore their speaking skill. The instruction which is given to the students in inserting soft skill depends on the educators themselves because only them that know their students need. Moreover, every educator; in this case is English lectures have their own instruction in inserting some soft skills to their students.

### **Previous Study**

Study of soft skill had been studied by Siswo Purwadi by the title "Implementasi Pengembangan Soft Skill di SMK Negeri 1 Singosari". In his study, he had discussed about the process of the institution implement soft skill in SMK Negeri 1 Singosari and kinds of soft skill which would be appropriate with this institution on developing the institution quality. The primary subject of data source in his study includes all of element in that institution, such as head master, teacher, students, and security. However, he had not specified soft skills implemented in his study. He had taken all of soft skill both involved interpersonal skill and intrapersonal skill. Consequently, his study about soft skill is too general.

On the other hand, this study is more specific. In this study, the researcher will conduct study which the title is "The Insertion of Soft Skill on Students' Speaking Skill at the Third Semester of TBI Department at STAIN Pamekasan". In this case, the researcher will focus on soft skill relate to the key potential common non cognitive skill (soft skill) for young people, and the primary subject of data sources in this study focuses on English lecture and English student at the third semester of STAIN Pamekasan. It will be discussed about the process of English lecture insert soft skill in teaching speaking and how it can help students developing their speaking skill.

## **METHOD**

The researcher used qualitative approach for this study in which it aims to explore the phenomena of soft skill that is inserted by lecturers on developing students' speaking skill. In this qualitative research, the researcher used descriptive research design to describe the chronology of events. The researcher takes STAIN Pamekasan as the location of research. It is because the researcher wants to describe the process of English lectures inserting soft skill in teaching speaking at the third semester of STAIN. The sources of the data as the primary subject of study are: 1) the English Lectures of speaking 3 at STAIN Pamekasan 2) the students at the third semester of TBI Department at STAIN Pamekasan which consist of six classes, namely A, B, C, D, E, and F class, period 2014/2015.

In this study, the researcher become an instrument of research or as a key instrument by observing directly to the field or location of research especially when the lectures insert soft skill in speaking class or during teaching learning process. The researcher took the data by using observation, field note, interview, and documentation. This study used observation checklist to identify kinds of soft skill which is inserted by English lectures in teaching speaking, and the researcher is as passive participant because the researcher only visits a site and records notes without becoming involved in the activities of participant. Researcher also took field notes during an observation in speaking class to describe the way of English lectures of speaking 3 insert soft skills to their students at the third semester and how those soft skills help their students speak English. Besides that, she also used semi-structured interview because the researcher would take the data by asking some questions to participants by using interview guide line, and the participants can answer based on their own perspective. However, the researcher can develop the question based on the participants' answer and their condition. Additionally, she also used documentation of pictures to support data collection.

This study used data reduction, data display, and drawing conclusion and verification to analyze data in this study. In this case, the researcher reduced the data first, and then she would make the data to be simple in form of short description and flow chart of the process of insertion soft skill on students' speaking skill at the third semester of TBI

department at STAIN Pamekasan, after that she would conclude the data which is obtained after do the data reduction and data display.

## **RESULTS AND DISCUSSION**

### **Results**

- a. Kinds of soft skill which are inserted by lecturers to the students' speaking skill at the third semester of STAIN Pamekasan

Based on the data obtained, there are six kinds of soft skills that are inserted by lecturers on developing students' speaking skill, namely; self perceptions, motivation, perseverance, metacognition, social competencies, and creativity.

Self perceptions was inserted when their students doubted to their ability in accomplish the task, such as when they should teach grammar to their friends, but they doubted to do it, and the lecturer made them did it by saying *"come on, you just come on, improve your personality, tirulah power rangers, jika anda kurang percaya diri bilang saja berubah, jika anda malu bilang saja berubah (2014), jangan takut dihina atau malu, maju aja, do it first, so that it made them believe in themselves that they can do it" (2014).*

Motivation was also inserted in order to make the students study hard and try to be better than before and engage to join speaking activity. It would also make them having spirit to follow each activity and involved in speaking class. Perseverance was inserted relate to the behavioral engagement, namely; it made students paying attention their friends and created asking and answering question to develop students' speaking skill.

Besides that, metacognition was also inserted in making students have planning before they perform in speaking class by considering their weakness and strength so that it would help them exploring their speaking skill.

Social competencies relate to the social skill also inserted in making the students would be able to cooperate and conduct communication each other in order to help them develop more their speaking skill.

Creativity inserted to the students by guiding them to be creative whether in making their each performance as interesting as possible or in composing their English vocabularies in speaking English.

- b. The Ways of Lectures Insert Soft Skill to the Students' Speaking Skill at the Third Semester of STAIN Pamekasan

The lecturers have their own way to insert soft skills to their students in order to help their students speak English. In this study, the researcher found eight ways that was done by lecturers in inserting soft skills to their students, they are; making classroom discussion, giving reward, telling experience/information, using teacher talk, ordering students to perform drama, ordering students to sell product, micro teaching, and asking students to use name tag.



When the lecturers make classroom discussion, it would make the students have self perceptions, engagement, metacognition, and social skill. When the lecturer gives reward in form of score to the students, it will motivate them to be better in the next performance. But, the lecturers should give clear instruction to them in order to make them understand why they give appreciation in form of score. Besides that, the lecturers tell some information and experiences to their students in the beginning of the class contain of moral value and some motivation in order to make the students relax and have spirit before teaching learning process so that they can have more spirit to improve their speaking skill. They also use teacher talk to insert some soft skill, such as when the students doubt to perform in front of the class, the lectures insert self perceptions by saying come on, you just come on (2014), so it can make their students confident to their ability without afraid to failure.

The lectures also insert some soft skill by using another way, such as ordering student to sell product and to perform drama in which they divide them in to group first after that they can discuss to their group how to perform well so that there are some soft skill insert such as social skill, creativity, metacognition, self perception, and engagement.

Sometimes the lecturers insert soft skill by ordering students to perform alone such as when they instruct their students to teach grammar by their own way, it makes the students develop their creativity in order to make the other interest to their performance, besides that it can also make them can be more communicative because in teaching grammar they should teach by using English like English lecturer so that it can make them have social skill. On the other hand, the lecturers also ask them to use name tag, it was done because she wanted to make her students aware that she would pay attention them, and she would appreciate their effort in speaking English, so it would make them try hard to participate in speaking activity, and it was not only focus on one person but all of students in those class could participate. In another words, this name tag is kinds of motivation in motivating them speak English and also active in the class so that all of students in the class would be active.

#### c. The Contribution of Soft Skill in Helping the Students Speak English

The soft skills that the lecturers insert give great contribution to the students' speaking skill. Those would help students speak English. It was known by observing some elements of speaking skill which developed in their class. It means that the researcher analyze the contribution of soft skill in helping the students speak English by describing some elements of speaking skill which was done and developed by English students at the third semester when these soft skills are inserted in speaking class.

These contributions are making students more communicative by using English; it means that, the students not only speak English, but they also explore their creativity in making them more expressive in order to make the other understand what speaker said. It

can also help students interact each other by using English, and it can also make them using English diction; it means that they are able to compose word by using English in conveying their meaning.

### **Discussion**

based on the data that was explained by researcher at the research finding, it can be analyzed that soft skills that are inserted by English lecturers which consists of self perceptions, motivation, perseverance, social competencies, metacognition, and creativity are related each other, and those have contribution in developing the students' speaking skill. The correlation of those soft skills could be known by analyzing those in developing students' speaking skill.

First, it starts from motivation that is inserted by English lectures in form of extrinsic and intrinsic motivation. The intrinsic motivation is inserted by telling stories in which it makes students naturally interest, relax and having spirit to join in the speaking class, and the extrinsic motivation is inserted by giving score to the students, but this is not make students really interest to join the class because their purpose only to have the higher score. Based on this, the students really needs the intrinsic motivation because it makes them have spirit, enjoy, and relax by themselves throwing the lecture's story, so that they feel secure in joining speaking class. It is appropriate with Maslow's theory namely safety need; making students interest and enjoy by themselves naturally so that they will feel relax without burden.

After the students feel relax, enjoy, and engage to join speaking class, the lecturer divided them into group in order to make students have social skill so that they can cooperate with their friend and have good relationship each other by sharing their English knowledge, this soft skill needs by students because it will make them are able to interact with other, and it is one of needs that the students should gratified after they feel secure in joining speaking skill. It is also appropriate with Maslow's theory that a person needs love in term of the need to interact to other in order to have good relationship in their society.

After they can fulfill the physiological need and the safety need in their lives. Then, to develop their speaking skill, the lecturer give a task to each group and allow them to design by themselves what should they want to do to the task that their lecturer give to them. This condition makes them explore more their potential in speaking class because they have freedom in using a certain strategy to make their performance the best later so that it would grow up their perseverance; namely behavioral engagement because they would have great effort in thinking more of how to use certain strategies in making their speaking skill better than before, and it also make them pay attention to their friend's opinion in preparing the certain strategies that would use in their performance of their groups.

Additionally, it would also develop their metacognition because indirectly they would have planning that they design by themselves in their group by considering the weakness and strength of their performance that they discuss in their group before they perform in the front of class. When they have had good preparation and good effort in showing their speaking skill, it would create their self perceptions refer to self efficacy; namely make them confident in themselves that they can do the task without afraid to failure. After this, the students can explore more their creativity in expressing their idea whether in using the property that they used or in using some words to convey their meaning.

When the students have had good self-confidence, and they can explore more their creativity that they have, it will give a great contribution in developing their students' speaking skill; namely making students more communicative by using English, it occurred because when the students speak English, it does not only use their brain to convey their purpose by using English, but they also should be more creative in conveying their purpose in order to make the hearer understand what they mean so that it made them to be more expressive whether in composing their words or in using their face expression, then it would also make them interact each other by using English because when they can be communicative speaker, indirectly they can interact each other by using English whether with their group or with the other group cause when the hearer understand what they speak, it can make them respond their message so that it would create interaction between them by using English. The creativity that the students have also make them are able to use English diction because when the creative person less of some vocabularies in conveying their idea, they would not give up to do it, but they would use other vocabularies that will make the hearer still understand by composing other some words to convey their meaning so that the vocabularies that is used has more variety.

Based on this explanation, it can be point out that self perception and creativity really need by students in order to make them are able to explore more their speaking skill because when they do not have self confident in accomplish their task they cannot show their speaking skill, and when they do not explore their creativity, they are not able to achieve the great development of their speaking skill. It also supported by Maslow's theory that a person need of esteem in appreciating them and also appreciate with other people. Then, they should also explore their ability by using their creativity in order to make them to be the best, in this case is in developing their speaking skill.

## **CONCLUSION**

Researcher will conclude the research finding and discussion of research based on the research focus in this study. Kinds of soft skill which are inserted by lecturers to the students' speaking skill at the third semester of STAIN Pamekasan are self perceptions, motivation, perseverance, metacognition, social skill, and creativity. The Ways of Lectures Insert Soft Skill to the Students' Speaking Skill at the Third Semester of STAIN Pamekasan

are making classroom discussion, giving reward, telling experience/information, using teacher talk, ordering students to perform drama, ordering student to sell product, microteaching, and asking students to use name tag. This research also affirms that the contribution of soft skill in helping the students speak English are making students more communicative by using English, helping students interacting each other by using English, and using English diction.

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