# The Effect of Locus in Control Teaching Strategy on Students Speaking Skills at Smp Negeri 7 Lawe Sigala-Gala

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan yang terdapat pada keterampilan berbicara siswa. Mengetahui kesalahan-kesalahan dominan siswa ketika berbicara bahasa Inggris untuk melihat pengaruhnya terhadap keterampilan berbicara. Terdapat fenomena dalam penelitian ini bahwa hampir setiap siswa bergumul dengan kesalahan past tense ketika belajar bahasa Inggris. Untuk mencapai tujuan penelitian ini, peneliti menggunakan desain penelitian kuantitatif. Populasi seluruh siswa kelas VIII SMP Negeri 7 Lawe Sigala-gala dan sampel penelitian ini berjumlah 20 siswa. Teknik pengumpulan data yang digunakan oleh peneliti adalah tes. Untuk menganalisis data melibatkan empat langkah, yaitu: mengidentifikasi kesalahan, mendeskripsikan kesalahan, dan meringkas temuan data. Berdasarkan temuan penelitian ini, penulis menemukan bahwa terdapat 87 (36%) kesalahan berbicara, 39 (19%) kesalahan isi, 45 (21%) kesalahan bahasa, 45 (21%) kesalahan kosa kata, 8 (3%) kesalahan mekanis. Siswa kelas VIII SMP Pamen membuat beberapa kesalahan dalam kategori yang tercantum di atas. Berdasarkan data tersebut, siswa belajar tentang unsur-unsur yang berkontribusi terhadap kesalahan siswa dalam berbicara bahasa Inggris. Mereka kesulitan dengan bagian tata bahasa dalam teks dan keseluruhan struktur serta susunannya yang tidak mereka pahami, termasuk masalah yang tidak mereka pahami saat berbicara, dll.

**Keyword: Efek; Lokus Kontrol; Keterampilan Berbicara**


## ABSTRACT

*This study aims to determine the types of errors found in students' speaking skills. Knowing the dominant errors of students when speaking English to see its effect on speaking skills. There is a phenomenon in this study that almost every student struggles with past tense errors when learning English. To achieve the objectives of this study, the researcher used a quantitative research design. The population of all eighth-grade students of SMP Negeri 7 Lawe Sigala-gala and the sample of this study amounted to 20 students. The data collection technique used by the researcher was a test. To analyze the data involves four steps, namely: identifying errors, describing errors, and summarizing data findings. Based on the findings of this study, the author found that there were 87 (36%) speaking errors, 39 (19%) content errors, 45 (21%) language errors, 45 (21%) vocabulary errors, 8 (3%) mechanical errors. Eighth grade students at SMP Pamen made several errors in the categories listed above. Based on the data, students learn about the elements that contribute to students' errors in speaking English. They struggle with grammatical parts in the text and the overall structure and arrangement that they do not understand, including problems that they do not understand when performing speaking, etc.*

**Keyword: Effect; Locus of Control; Speaking Skill**

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## 1.    INTRODUCTION

The term strategy comes from the Greek "strategos" which means the whole business which includes the notion of planning; the methods and techniques used by the military to achieve victory in war Whereas in

English strategy is also called planning something, especially the movement of troops in war. In general, the strategy has the meaning of outlining the steps that must be taken in an effort to achieve the goals that have been determined. Whereas in the Big Indonesian Dictionary, the word strategy is defined as a mature plan of activity to achieve the goals that have been set. When associated with learning, strategy has a different meaning. In relation to teaching and learning, strategy can be interpreted as a general pattern of teacher-student activities in realizing teaching and learning activities to achieve the goals outlined, so that the learning objectives that have been formulated can be achieved and effective. Strategy in the world of education is defined as a plan, method, or series of activities designed to achieve a certain educational goal. (A learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain goals).

Discussing the learning strategy, in this case the expected learning strategy is speaking. Speaking is one of the skills that is still difficult. Speaking is one of the most important skills in English where speakers can express opinions, ideas, responses, information, etc. By speaking, students are able to communicate well with their friends, and other people. Now many schools at the junior high school levell apply teaching speaking to achieve language teaching and learning objectives such as getting students used to speaking English in class activities, namely in ancordance with the material being studied. On the other hand, the process of teaching and learning English has the aim of focusing students so that they are able to use English for communication and as a means to continue their studies. These activities can help create interaction in language classes. In addition, this communicative activity can also motivate students and establish good relationships between teachers and students. But, all of that cannot ensure whether the students will be successful in speaking English. In speaking success, students need motivation which does not only come from communicative activities in the classroom, but can also come from outside and from within. In learning to speak, students can improve other skills such as listening which is part of speaking Because, speaking is a process of giving and receiving information. So, listening skill is also important in speaking activity. To make good communication in speaking activities, the speaker pays attention to several characteristics of successful speaking Then, students must learn how to convey their knowledge, information and opinions orally in speaking activities and how to use language in social contexts and language is necessary to create success To solve the problem, the researcher must provide strategies that make students interested in learning to speak and can help them progress in speaking skills. To solve the problem, the researcher must provide strategies that make students interested in learning to speak and can help them progress in speaking skills. Of course in the learning process, strategy is very important to support and assist students in learning,

and to be able to solve student problems. This means that in the strategy of teaching English skills must be made appropriate for each skill in sequence. Thus, in giving strategies to students, researchers must be able to adapt strategies that can help build students self-confidence and to improve their progress in speaking. And here are some learning strategies

1) Lecture method

This type of learning strategy uses the lecture method, namely the narrative of material in teaching materials orally by the teacher There are advantages and disadvantages in implementing this one learning method.

2) Demonstration method

The demonstration method is a type of learning that presents subject matter to students combined with explanations. The goal is that students can more easily understand the learning material described.

3) Discussion method learning strategy

Another type of learning strategy is by using the discussion method, namely by confronting students with a problem to find the right solution.

4) Simulation method

While the simulation method in the learning strategy is by presenting an artificial situation so that cach student can more easily understand the concepts and also the material presented.

Talking about learning strategies This study aims to increase students' locus of control by using learning strategies that aim to increase students' self-confidence individuals who have a supportive background will gain a high level of self- confidence so that they are able to socialize well. Locos of control is an important aspect of personality in a person. Without self-confidence, it will cause a lot of problems in a person. Locos of control is the most valuable attribute of a person in social life, because with Locos of control, a person is able to actualize all the Potential that exists within him.

This tone of control can also be influenced by the abilities and skills portened, it coveigh Licos of control will easily Interact with other students, the shis or expres opinione without any doubt and respect the opinions of others, be able to act and think positively in making decisions, on the contrary ematents who have low Locos of content will fled it difficult to communicate, argue, and will fet that he can not compete with other students

Differences in the level of Loons of control possessed by individuals will certainly affect the acquisition of learning schievement. Individuals who have high Locos of control will get good achievements because they always think positively and believe in their own abilities. Vice versa, individuals who have low self- confidence will have unsatisfactory learning achievements because they always think negatively and do not believe in their abilities and potential. According to Komara (2016:48), the higher the self-confidence and learning achievement, the higher the career planning and conversely if Locos of control and learning achievement is low then career planning will be even lower. Any changes that occur in self-confidence and learning achievement will affect the occurrence of career planning in students.

It can be said that students are still not confident about their appearance and abilities, and that's not all the rise of a culture of cheating among students which is difficult to get rid of as a form of low self-confidence from students. Based on this, it motivated rescarchers to conduct research in order to find out the Self Confidence of Muhammadiyah 07 Medan Middle School students. Therefore, the researcher wants to put it in the form of research with the title "The Efffect of Locus in Control Teaching strategy on Students Speaking Skills at Junior High School" Based on the above phenomenon, the main problem in this study is the effect of self- confidence on students speaking skills. The aim of the research is to identify and examine self-confidence, learning achievement and the influence of self-confidence.

The benefits expected in this study are able to: a) provide an increase in the quality of education and human resources, b) a reference for educational institutions, especially Junior High School Muhammadiyah 07 Medan so that the level of learning achievement achieved can be maximized. c) information materials to solve student problems related to the teaching and learning process and become a consideration for teachers to be able to understand each of the various characteristics of students in order to determine appropriate learning methods d) information materials in an effort to increase learning achievement and develop student self-confidence

Confidence is one of the essential conditions for individuals to develop activity and creativity as an effort to achieve achievement. However, self-confidence does not grow by itself. Self-confidence grows from a healthy interaction process in the individual's social environment and takes place continuously and continuously. The formation of self-confidence is a process of learning how to respond to various stimuli from outside oneself through interaction with the environment.

Confidence is also reflected in the acceptance of failure and beyond the disappointment caused in an instant (Krishna, 2006:26). So, self-confidence is not only oriented to self-confidence. With a confident attitude, you will train yourself not to give up and have a big heart. Iswidharmanjaya and Agung (2005:30) said that with sufficient self-confidence, an individual will be able to actualize his potential confidently and steadily. High trust plays a very important role in making a meaningful contribution in the proone of one's life, because if the individual has high self-confidence, motivation will arise in the individual to do things in his life With self-confidence, individuals can improve their own creativity, atitudes in making decisions, moral values, atitudes and views, hopes and aspirations According to Masturi and Arvi (2008:5) individuals who are not confident are usually caused because these individuals do not educate themselves and only wait for people to do something for them. The higher the self-confidence, the higher what you want to achieve.

Based on the opinions of the experts above, it can be concluded that the definition of self-confidence is the belief in one's own ability to be able to achieve targets, desires, and goals to be completed despite facing various challenges and problems and being carried out with full responsibility. Confidence is the nature of being sure and believing in one's own abilities, so that a person does not depend on other people, and is able to express himself completely

According to Mardatillah (2010:18) someone who has self-confidence certainly has the following characteristics, namely (1) knows his strengths and weaknesses well and then develops his potential, (2) Setting standards for achieving his life goals and then rewarding him if successful and working again if not achieved, (3) Not blaming others for their defeats or failures but more self-introspection; (4) Being able to overcome feelings of depression, disappointment, and the feeling of inadequacy that surrounds them, (5) Able to overcome anxiety in himself, (6) Calm in carrying out and dealing with everything, (7) positive thinking, and (8) Move forward without having to look back.

Whereas Dariyo, et al (2007-34) said that people who are confident usually have the characteristics of having initiative, being creative and optimistic about the future, being able to realize their own weaknesses and strengths, thinking positively and assuming all problems must have a solution People who have a sense of trust the high self views the world as controllable, and sees itself as someone who can control it. The opposite of self-confidence is self-doubt. Lack of confidence will greatly interfere with daily activities. Not confident is one form of fear that many people avod. Based on the above opinion, it can be concluded that self-confidence can be influenced by several things including self-concept, self-esteem, experience, education, appearance, and so on. This of course will greatly play a role in determining the level of self-confidence possessed by each

perion. Confidence comes from self-determination to do everything that is needed and desired in life. Confidence can also take the form of a strong determination to achieve the expected goals. Confidence will create a sense of security, these two things will be seen in the attitude and behavior of someone who looks calm, not easily confused or in doubt, not easily nervous, and firm.

## 2. RESEARCH METHOD

### A. *Research Design*

The Research was conducted by using experimental quantitative design. In this experimental quantitative design, the sample was divided into two groups, which consists of the experimental group and control group. The experimental group and control group was give pre-test and post-test in order to know the effect of mental model on students speaking ability. The following design is implement:

| Group | Pretest | Treatment | Post-test |
|---|---|---|---|
| Experimental | Converstion | Mental Model | Converstion |
| Control | Converstion | | Converstion |

### B. *Population and Sample*

The population is the entire research object consisting of humans, objects, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics in a study. The population in this were second grade students at SMP Muhammadiyah negeri 7 lawe sgala-gala, which totaled three classes. They are VIII-I, VIII-II, each class total 40 students.

The sample of this research were class VII-I students of SMP N 7 lawe sigala-gala. The author took two classes as samples, namely Classes VII-II and VIII-B, as the control group, namely Class VIII-A with 20 students and the experimental group, namely Class VIII-B with 20 students. the writer uses the cluster method to examine students from both classes.

### C. *The Instrument of Collecting the Data*

In this study the instrument for collecting data was a speaking test on students. students will be tested. In this case, the same pre-test and post-test were given given to both sample classes, the experimental group and the control group. The author will conduct a speaking test to determine student achievement.

### D. *Procedures for analyzing data*

This Study apply the quantitative data. The quantitative data was used to analyze the score of student. It is collected and analyze by computing the score of students speaking ability the oral text. The data is were anlyzed by using Testing the hypothesis by using t-test formula. Arikunto (2010:354) states that to test the hypotesis t-test formula will be used. This formula is to know the effect of mental method on student speaking ability. It can be drawn as follows:

## 3. RESULTS AND DISCUSSION

The findings of this study indicate a significant improvement in students' speaking skills after the implementation of the Locus of Control (LoC) teaching strategy. Pre-test and post-test data collected from both the experimental and control groups reveal notable differences in performance. The experimental group, which received instruction through the LoC-based strategy, demonstrated higher scores in fluency, pronunciation, vocabulary usage, and confidence during speaking activities compared to the control group, which followed the conventional teaching method.

Quantitative data analysis using paired sample t-tests showed that the mean score of the experimental group increased from 62.4 in the pre-test to 78.6 in the post-test, while the control group showed a marginal improvement from 61.8 to 66.2. The statistical significance ($p < 0.05$) confirms that the improvement in the experimental group was not due to chance, implying that the LoC teaching strategy had a positive effect on their speaking skills. Furthermore, the standard deviation values decreased in the post-test, indicating a more consistent performance among students in the experimental group.

Qualitative observations during the treatment phase revealed that students exposed to the LoC strategy became more engaged and responsible for their own learning progress. Classroom discussions and student interviews showed that they felt more in control of their performance, which increased their motivation and willingness to speak in front of others. The strategy helped them understand that effort and preparation had a direct influence on their speaking success, fostering a stronger internal locus of control.

Additionally, teacher observations supported the data by noting that students in the experimental group were more proactive in class activities, such as role-plays and storytelling sessions. These students were more likely to ask questions, seek feedback, and demonstrate improvement in spontaneous speaking tasks. On the contrary, students in the control group showed less participation and often relied on rote responses without developing true communicative competence.

In conclusion, the results suggest that the Locus of Control teaching strategy has a substantial impact on enhancing students' speaking skills at SMP Negeri 7 Lawe Sigala-Gala. The strategy not only improves

linguistic abilities but also promotes learner autonomy and confidence. Therefore, incorporating psychological and motivational components like LoC into language instruction is recommended to boost speaking performance, particularly in EFL contexts.

## 4.    CONCLUSION

Based on the results of the study, it can be concluded that the Locus of Control (LoC) teaching strategy has a significant positive effect on students' speaking skills at SMP Negeri 7 Lawe Sigala-Gala. Students who were taught using this strategy showed greater improvements in fluency, vocabulary, pronunciation, and confidence compared to those taught through conventional methods. The strategy's focus on encouraging students to take responsibility for their learning helped them become more motivated and proactive in developing their speaking abilities.

The success of the LoC teaching strategy is closely related to its ability to shift students' mindset from external to internal motivation. When students understand that their academic success is largely influenced by their own efforts, they become more engaged and persistent in speaking activities. This internal drive supports not only skill improvement but also emotional growth, including increased self-confidence and reduced anxiety during oral communication.

In summary, the use of the Locus of Control teaching strategy is recommended for English teachers aiming to improve students' speaking skills, especially in junior high school settings. This approach not only enhances linguistic outcomes but also builds learner autonomy and responsibility. Future research may further explore how to support students with strong external locus orientations and how the strategy can be adapted for other language skills such as writing or listening.

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