



The Effect of Pomodoro Technique Toward the Speaking Skill in Introducing Oneself of The Tenth-Grade Students

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Article Info

Article history:

Received July 12, 2024

Revised July 20, 2024

Accepted July 31, 2024

Keywords:

Teaching Speaking;

Introducing Oneself;

Pomodoro Technique.

ABSTRACT

The aim of this research was to compare the speaking skills related to self-introduction between students taught using the Pomodoro technique and those taught through conventional methods. The study focused on tenth-grade students from AKn 3 and AKn 4 classes at SMK 2 Jiwan, totaling 60 students. Data collection involved administering speaking tests, and analysis was conducted using SPSS 29 and Independent Sample T-tests. Results indicated a significant effect in the material of introducing oneself scores between the experimental class (mean score 79.66) and the control class (mean score 69). This demonstrates that the Pomodoro technique positively impacts the speaking skills of students compared to conventional teaching methods. In conclusion, the Pomodoro technique significantly enhances the speaking skill in introducing oneself for tenth-grade students. The limitation of this study is acknowledged to the future research. The future research might conduct the study on speaking in introducing oneself performance by the Pomodoro technique and other methods or materials to improve teaching and learning processes. The future result might have better results. It is hoped to be used in the real speaking classroom.



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1. INTRODUCTION

In the realm of education, speaking skill is acknowledged as a fundamental skill crucial for effective communication both inside and outside the classroom. Speaking is a key English skill that students must prioritize mastering (Suadiyatno et al., 2020). As a cornerstone of human interaction, speaking skills play a pivotal role in academic success, career development, and interpersonal relationships. The importance of honing speaking skills extends beyond mere verbal expression, encompassing the skill to organize thoughts coherently and persuasively. Speaking in a second language is not easy as learners need to simultaneously process structured verbal expressions to convey meaning while speaking.

In the context of learning, speaking skills involve a complex set of abilities. Speaking plays a vital role in both learning and teaching a language (Guebba, 2021). It surpasses merely expressing thoughts, including the ability to articulate ideas coherently, selecting appropriate language in various contexts, modulation of tone and speech pace, and confidence in delivering messages clearly and convincingly. These skills form the foundation of effective communication, fostering engagement and understanding among peers and educators.

In the process of speaking, the use of techniques creates a distinct impression. In the context of learning, strategies refer to approaches used in delivering material within the learning environment (Nasution, 2017). Techniques or methods in the context of communication and conversation refer to approaches individuals use to enhance their communication quality. The use of innovative teaching techniques and learning media is essential for improving language skills and can motivate students to learn when applied properly and effectively (Widyahening, 2018). The one of various technique is structured time management practices. This can be applied in the learning context to support students' speaking skills using techniques as a learning tool in the classroom.

Specifically in the context of speaking, techniques encompass various strategies aimed at sharpening oral communication. There is a time management tool that was originally intended to optimize personal work and study,

it helps improve focus (Septiani et al., 2022). This technique is known as the Pomodoro Technique. The use of techniques in learning with the Pomodoro technique is particularly intriguing.

The Pomodoro technique, divides time into focused intervals of 25 minutes, followed by a short 5-minute break, to enhance productivity. Its main advantages lie in enhancing focus, effective time management, combating procrastination, reducing mental fatigue with short breaks, and improving productivity by regulating work time. This simple technique greatly aids individuals in managing their time better, enhancing concentration, and overcoming the tendency to procrastinate. Then, the aim of this research is to measure the influence of using the Pomodoro Technique on students' speaking skills.

2. RESEARCH METHOD

Research can be interpreted as a problem-solving process, or a general plan that will be carried out in order to answer research questions. Based on the problem of finding out the effectiveness of using the Pomodoro technique in introducing oneself, it is assumed that the research method used in this research is quasi-experimental with posttest-only control design. This is in line with (Gopalan et al., 2020), who states the increasing use of quasi-experimental research design in education has gained attention following the "credibility revolution". Then, the posttest-only control design there are two groups, each selected randomly. The first group is given treatment (Pomodoro) and is called the experimental group, while the other group is not given treatment and is called the control group. This research using quantitative approach in quasi-experiment focuses on collecting numerical data or data in the form of numbers. The quantitative approach might involve measuring how well students introduce themselves before and after application of the Pomodoro technique. This could be measuring the number of words used, level of confidence in speaking, or evaluating the quality of their presentation based on certain criteria. These numerical data were then analyzed statistically to determine whether there were significant differences before and after implementing the Pomodoro technique in teaching speaking skills.

In this study, the researcher collected data by conducting speaking test. A speaking test requires test-takers to provide oral answers in the form of introducing oneself. In this case, the researcher developed the lesson plan for introducing oneself using the Pomodoro technique and conventional teaching based on the syllabus. After completing the lesson plan, the researcher conducted the experimental and control classes. Then, the researcher assigned students tasks in the form of questions for introducing themselves. The researcher administered a test to the experimental class using the Pomodoro technique and to the control class with conventional teaching. After the teaching process, students presented to implement introducing oneself. Meanwhile, the researcher evaluated their presentation results. The researcher selected the tenth-grade students at SMK 2 Jiwan as the population, choosing students from class X AKn 3 as the experimental group and from class X AKn 4 as the control group.

3. RESULTS AND ANALYSIS

This section presents the research results. The researcher explains in a description each point by looking at the table. The researcher explained the scores data which included descriptive statistics the experimental class and control class, normality and homogeneity tests, then, the last, researcher described the hypothesis testing of the data. There are two hypotheses formulated by the researcher. The first is H0 shows that "There is no significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth grade students". Furthermore, the second hypothesis is H1 shows that "There is significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth grade students".

Table 3.1. Design of the Research

Class	Method	Students	Total Score
Experiment	Treatment	30	2390
Control	Conventional	30	2070

The results for control class are shown in the table. There are two aspects to do assessment. They are greeting-closing and general information. In every aspect there are two levels to classify the introducing oneself based on student's answer. From the table above, the researcher can find out the results of this research. There are 30 students in the experiment class and there are 30 students in the control class. The total score in the experiment class is 2390, meanwhile in the control class is 2070. After obtaining the data of experiment and control classes, the researcher calculated the normality test. This normality test is used to measure the students' introducing oneself scores are normal or not. The normality of the data in this research is the use of the Saphiro-Wilk test.

Table 3.2. The Result of Normality Testing

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

Unstandardized Residual	.154	30	.068	.947	30	.143
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a. Lilliefors Significance Correction

Based on the table provided, the researcher determines that the data follows a normal distribution. The significance value for the experimental class is 0.143, indicating that its data conforms to normality as this value exceeds the threshold ($0.143 > 0.05$). Similarly, the control class also exhibits a significance value of 0.143, which surpasses the 0.05 threshold ($0.143 > 0.05$). Thus, it can be concluded that sets of data is normally distributed since their significance values are greater than $\alpha = 0.05$ ($0.143 > 0.05$ for both), as verified by the independent sample t-test conducted.

Table 3.3. Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	79.67	9.994	1.825
Control	30	69.00	10.289	1.878

Based on the table data provided, the mean score of the experimental class is 79.67, while the mean score of the control class is 69. From this, the researcher concludes that there is a difference in the means between the two classes. However, the researcher cannot directly determine the success of the treatment in this study solely based on this table, especially for the experimental class. Therefore, an independent sample t-test is needed to ascertain whether the treatment was effective and to establish the significance between the two classes.

Table 3.4. Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means								
F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
				One-Sided p	Two-Sided p			Lower	Upper	
Equal variances assumed	.735	.395	4.073	58	0,000	0,000	10.667	2.619	5.425	15.909
Equal variances not assumed			4.073	57.951	0,000	0,000	10.667	2.619	5.424	15.909

The test results indicate a significant difference in the mean scores between the experimental class, which used the Pomodoro technique, and the control class, which did not. The assumed significance value for equal variances from the table is 0.000, which is less than 0.05 ($0.000 < 0.05$). According to the criteria stated, if the significance value (2-tailed) is less than 0.05, it suggests a significant difference in mean scores between the groups. Therefore, based on this test score, it can be concluded that there is a statistically significant difference in the mean scores between the experimental class and the control class. Based on the test score the table above, the assumed significance value of equal variances is 0,000 which means less than 0,05 ($0,000 < 0,05$). Based on formula by hypothesis of testing normality, H0 shows that there is no significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth-grade students. Meanwhile, H1 shows that there is a significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth-grade students. The results of this research shows that there is a significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth-grade students. It can be concluded that the results of this research shows that the use of Pomodoro technique have a significance effect toward the speaking skill in introducing oneself of the tenth-grade students.

4. CONCLUSION

Based on the findings, the researcher concludes that the data demonstrate an improvement in students' ability to introduce themselves, attributed to receiving clear instruction through the Pomodoro technique. The experimental class, which benefited from this technique facilitated by the teacher, showed substantial progress, evident in their ability to answer questions effectively and achieve high scores following Pomodoro sessions. Despite not using the Pomodoro technique, the control class also performed well, indicating effective learning under conventional teaching methods. Consequently, the researcher affirms that the Pomodoro technique significantly enhances the speaking skills related to self-introduction among tenth-grade students at SMK N 2 Jiwan.

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