A STUDY ON THE SECOND YEAR STUDENTS' SPEAKING ABILITY AT MA DAREL HIKMAH PEKANBARU

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Abstract: *The objective of this descriptive research was to find out about students' speaking ability at MA Darel Hikmah Pekanbaru especially in narrative. The population of this research was the second year students' of MA Darel Hikmah Pekanbaru, particularly class XI IPA 1 that consist of 29 students chosen as the sample. The data were quantitative and speaking test used as the tools of collecting the data. The data were analyzed by calculating the score of the students that assessed by three raters and classifying to a certain level of ability based on the theory used. As the findings of this study, the average of the students' speaking ability is in good level, with the average score of 65.1. Among 29 students who took the test, 10 % of them are in excellent level, 59% of them are in good level, 31% of them are in moderate level, while 0% of them were in poor and very poor level. It means that they are able to speak English well, even though some of the students still lack in few aspects of speaking. Further research can focus on studying which method that might be useful for the students in improving their speaking ability particularly in each aspect of speaking.*

Keywords: speaking ability, narrative, personal experience

STUDI TENTANG KEMAMPUAN SPEAKING SISWA KELAS DUA MA DAREL HIKMAH PEKANBARU

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Abstrak: Tujuan dari penilitian deskriptif ini adalah untuk mengetahui kemampuan siswa MA Darel Hikmah Pekanbaru berbicara dalam bahasa inggris khusunya dalam narrative.Populasi dari penelitian ini adalah siswa kelas sebelas MA Darel Hikmah Pekanbaru dan khususnya siswa kelas XI IPA 1 yang berjumlah 29 siswa terpilih sebagai sampel. Data yang digunakan berupa kuantitif data dan dalam pengumpulan data digunakan tes berbicara berbahasa Inggris.Data dianalisis dengan menghitung skor siswa yang dinilai oleh tiga orang penilai dan diklasifikasi menjadi level-level kemampuan siswa berdasarkan teori yang digunakan. Hasil dari penelitian adalah bahwa rata-rata kemampuan siswa berbicara menggunakan bahasa inggris berada pada level bagus , dengan rata-rata nilai 65.1. Dari 29 siswa yang menjalani tes, 10% dari siswa berada pada level ekselen, 59% siswa berada pada level bagus, 31% siswa berada pada level rata-rata, sementara secara rata-rata tidak ada siswa yang berada pada level kurang mampu/kurang paham. Hal ini membuktikan bahwa secara umum siswa dapat berbicara menggunakan bahasa inggris dengan baik, walapun sebagian siswa masih kurang di beberapa aspek dalam berbicara berbahasa inggris. Penelitian lebih lanjut dapat fokus pada penelitian mengenai metode apa yang kiranya dapat digunakan dalam meningkatkan kemampuan siswa berbicara berbahasa inggris terutama dalam tiap aspek.

Kata kunci: *Kemampuan berbicara,, naratif, pengalaman pribadi*

INTRODUCTION

Based on the Educational Unit Level Curriculum (KTSP), English is one of the compulsory subjects starting from the third grade of Elementary school to the Senior High school in Indonesia. There are four skills which have to be taught in the English. They are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English to achieve the teaching and learning purposes. While Speaking is considered as the most difficult and challenging skill to be learns (Brown, 1994).

However when the writer conducted practice teaching, the majority of the students at senior high school still faced some problems in speaking, such; The students were too shy to ask question using English language, They tended to keep silent rather than responded to the questions given by the writer and most of them also afraid to take part in conversation.

Based on the the Educational Unit Level Curriculum of the second year students of SMA, one of the goals of teaching speaking is to enable the students to speak English. Brown (2004) stated that there are five basic types of speaking; imitative, intensive, responsive, interactive, and extensive (monologue). This is in line with the syllabus for the second year students. The second year students' is expected to be able to tell their experience in narrative. In this study the writer intends to analyze the speaking ability of the second year students of MA Darel Hikmah Pekanbaru. This study specifically focuses on telling personal experience in narrative.

A narrative is written to amuse, entertain, or even give a good lesson to the readers or listeners. Dietsch (2003) state that narrative text is a kind of texts that can captivate an audience, stir the imagination, elicit empathy, and lend weight to opinion. As for the second year students' Narrative text is necessary to be learned because it can help them to explore and develop their thinking, their idea, and their story chronologically. Those are very important for students to develop because they reflect the students' understanding about narrative text.

Knapp and Watkins (2005) assume that the structure of narrative is orientation, complication, and resolution. Orientation is the starting point of the narrative which deals with the introduction of the character, location, and time conventionally. The sequence of events or complication contains problems that lead to conflict. Then resolution expresses the problem solving of the conflict itself. When sequencing people and events in time and space, narrator typically uses action verb, time connectives, and simple past tense.

Based on the explanation above this studi is aims to answer the question "How is the speaking ability of the second year students of MA Darel Hikmah Pekanbaru especially in narrative?"

METHODOLOGY

This is a descriptive research. According to Gay (2000: 275) a Descriptive research involves in collecting data in order to answer the current status of the subject being studied.

This type of research is used to describe and interpret the data being studied. The aim of this research is to find out about the speaking ability of the second year students of MA Darel Hikmah Pekanbaru especially in narrative. The place of this study is at MA Darel Hikmah Pekanbaru. The study was conducted from October to November 2015.

The populations of this research were the second year students of MA Darel Hikmah Pekanbaru. The Number of the Population was 156. They were divided into seven classes. In order to decide the sample, the writer used cluster sampling technique. Cluster sampling selects groups, not individuals (Gay and Airasian, 2000:129). All the members of selected groups have similar characteristics. Therefore the sample was chosen by using the lottery technique. In this research, XI IPA 1 got the lottery. XI IPA 1 consisted of 29 students who were chosen to be the sample for this research.

This research used quantitative data which was used to know the speaking ability of the second year students of MA Darel Hikmah Pekanbaru. The writer collected the data by using a speaking test. The test was administered by the writer to know the students speaking ability in narrative. The test was given to get their score.

The writer prepared three topics of narrative text related to personal experience, and asked the students to choose one of them. The three topics were taken from the guide book that was used by the English teacher in the school. These topics were according to the material that they were studying when the research were conducted. When each student performed his/her story, he/she was given a time ranged from two to three minutes. The story was recorded in order to get reliable data. After the data are collected, they were analyzed and classified. In order to have valid data, the writer asked three raters to check and assess the students' speaking ability. Three raters checked out the result by listening to the student's recorded speech and used the five components of speaking which was adapted from Harris (1974:79).

After collecting the data, the writer analyzed the data using the formula adapted from Hatch and Farhady, 1982:55. To know the test score of the students from each rater, the writer used the following formula:

$$\text{TSI} = \frac{\text{TS}}{25} \times 100$$

Where:
TS : Test Score of each Individual
TS : Total Score of the aspects of Speaking
25 : The Maximum Score

After getting the total scores of each student, the writer collected each score from the raters.

1. To know the real score of each student:

$$\text{RS} = \frac{rater\ 1 + rater\ 2 + rater\ 3}{3}$$

2. The average score as follow:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = The Average score
$\sum X$ = The sum of row score
N = The number of students

The score of students' ability in the test were being classified to determine their level of the ability. Therefore, the classification was as follows:

No	Test Score	Level of Ability
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Moderate
4.	21-40	Poor
5.	0-20	Very Poor

Adapted from Harris (1974)

THE RESEARCH FINDINGS

In conducting this research, the writer collected the data by giving a speaking test . In order to have valid data, the writer asked three raters to check and assess the students' speaking ability. three raters gave scores for each student. Finally, the scores from raters are calculated and the scores were divided by three. The following table was the result of second year students' speaking ability at MA Darel Hikmah Pekanbaru;

The Percentage of the Students' Score According to the each Rater

No.	Classification		Rater 1		Rater 2		Rater 3	
	Test Score	Level of Ability	F	P	F	P	F	P
1	81-100	Excellent	3	10%	3	10%	0	0%
2	61-80	Good	18	62%	20	69%	12	41%
3	41-60	Moderate	4	14%	6	21%	17	59%
4	21-40	Poor	4	14%	0	0%	0	0%
5	0-20	Very Poor	0	0%	0	0%	0	0%
	Total		29	100%	29	100%	29	100%

Based on the information above, it was found that the students' average score was 65.1. Furthermore, from rater 1 and rater 2 there were 3 students' or 10% of students who could achieve excellent level. While rater 3 stated none of the students were in

excellent level. According to rater 1, 18 students (62%) were in *good* level, 4 students (14%) were in *moderate* level, 4 students (14%) were in *poor* level, and none of the students were in very poor level. According to rater 2, 20 students (69%) were in *good* level, 6 students (21%) were in *moderate* level, and there was no students in poor and very poor level. According to rater 3, 12 students (41%) were in *good* level, 17 students (59%) were in *moderate* level, also none of the students was in poor and very poor level.

Moreover, the writer combining the result from three raters and measured the average data based on the average scores given by three raters. The percentage of the students' speaking ability according to the average score given by Three Raters can be seen in the following table:

The Percentage of the Students' Ability Level According to the average score given by Three Raters

No.	Classification		Frequency	Percentage
	Test Score	Level of Ability		
1	81-100	Excellent	3	10%
2	61-80	Good	17	59%
3	41-60	Moderate	9	31%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total			**29**	100%

After combining the result from three raters, the writer measured the average data Based on the average of three raters, there were 3 students or about 10% in *excellent* level. Two of the raters stated there were 3 of the students who reached excellent level, while according to rater 3 there was no student in the excellent level. In majority the students in excellent level can tell their personal experience well. Then, 17 students (59%) were in *good* level. It means that they had good ability in speaking. There were 9 students (31%) in moderate level. After combining the result from three raters, the writer calculated that eventually there were no students belong in poor and very poor level.

Data Interpretation

Based on the result of the speaking test that had been carried out by the writer to the second year students' of MA Darel Hikmah, it was found that their speaking ability in narrative was slightly on the good level, with the average score at 65.1.

As it has been known that there are five aspects of speaking ability there are Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension (Harris (1969:81), and the writer wanted to find out students' speaking ability through each component. Through the result of this study, the students' get highest score in term of vocabulary, although, in majority the students' still have problem in providing words into appropriate sentence, and the lowest score was in terms of pronunciation. It can be concluded that they still find it difficult to pronounce some words correctly even for

some words that familiar enough. The students still need to practice more in speaking so their pronunciation will get better.

CONCLUSIONS

After conducting this research, as the aim of the research was to know the speaking ability of the second year students of MA Darel Hikmah Pekanbaru especially in narrative, some conclusions can be drawn.

The average score of the students' speaking ability was 65.1 and as in Harris (1974) classification of scores the students' speaking ability at MA Darel Hikmah Pekanbaru consider in good level, although the students still need many improvement. While based on the score of each aspect of speaking, it was known that the students' ability in pronunciation was at the lowest score. This could be due to the less of their practice in speaking. The students' highest score was at vocabulary. This could be caused by the existence of several language activities in their school that aim to develop their vocabulary.

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