A STUDY ON SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMK LABOR PEKANBARU

Yulia depi, Effendy Gultom, Fakhri Ras
Yuliadepi16@gmail.com, effendygultom@gmail.com, fakhriras@yahoo.com.
Contact: 082284145929

English Study Program
Language and Arts Department Faculty of
Teachers Training and Education
Universitas Riau

Abstract: This descriptive research is aimed at finding out the ability of the second year students of SMK Labor Pekanbaru in speaking. Forty-one students of Office Administration class in the second semester of academic year 2017/2018 were chosen to become the sample by using cluster random sampling technique. The total population of the second year students of SMK Labor Pekanbaru is large enough to be taken as sample, it is select the sample by using cluster random sampling technique. The instrument of the research is a speaking test focusing on procedure texts. The data were analyzed by using five components of speaking. They are: pronunciation, grammar, vocabulary, fluency, and comprehension. The result shows that the mean score of the speaking test the second year students of SMK Labor Pekanbaru is 60,81. This figure is classified into mediocre level. The highest score of speaking test is 62,60 (good level) for pronunciation and the lowest score of speaking test is 57,41 (mediocre level) for grammar. Therefore, it can be concluded that the speaking ability of the second year students of SMK Labor Pekanbaru is in the range of mediocre level.

Key Words: Students' Speaking Ability, Procedure Texts.

MEMPELAJARI KEMAMPUAN BERBICARA SISWA KELAS DUA DARI SMK LABOR PEKANBARU

Yulia Depi, Effendy Gultom, Fakhri Ras
Yuliadepi16@gmail.com, effendygultom@gmail.com, fakhriras@yahoo.com.
Contact: 082284145929

Mahasiswa Pendidikan Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas dua SMK Labor Pekanbaru dalam berbicara. 41 siswa dari kelas Administrasi Perkantoran semester dua tahun 2017/2018. Sample yang di gunakan adalah cluster random sampling. Total populasi dari populasi siswa kelas dua tidak cukup untuk di jadikan sample, maka di gunakan cluster random sampling. Instrument penelitian ini menggunakan prosedur teks. data analisis penelitiannya menggunakan komponen dari berbicara. Seperti: pengucapan, bahasa, kosa kata, kelancaran, dan pemahaman. Data mean menunjukan tes berbicara dari siswa kelas dua adalah 60,81, di katagorikan kedalam level rata rata. Skor tertinggi dari tes berbicara adalah 62.60. dan skor terendah adalah 57,41. Oleh karena itu, bisa di katakan kemampuan berbicara siswa kelas dua adalah level rata rata.

Kata Kunci: Kemampuam Berbicara siswa, Prosedur Text.

INTRODUCTION

English is known as a foreign language in Indonesia. English becomes one of the obligatory subjects in education program. Based on the National Curriculum, there are four language skills that students learn, they are listening, speaking, reading and writing.

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know the kinds of situation in the word. People who have ability in speaking will be better in sending and receiving information or massage to others. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts. Bailey (2005) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Hence, speaking is used to communicate human ideas in their life. It is natural that human needs an instrument to show their ideas and perception which is defined as speaking.

According to the SMK syllabus (K 13), the students are expected to be able to spoken simple procedure texts based on the daily life contexts by focusing on social function, generic structure, and language features in proper contexts. Morever, in relation to senior high school objectives of learning English, students are expected to be able to speak the text containing some indicators of speaking activity. In procedure texts, it is necessary to pay attention to five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

In speaking a procedure text, the students should be able to speak different procedure in sequences and the students should be able to distinguish the structure of procedure text which consists of aim/goal materials, and steps. It is important, because procedure text is always used in daily lives, for example the procedure of using electronic tool etc. The researcher wants to find out the difficulties of students in speaking procedure texts, and to know the students' ability in speaking procedure text.

Based on my experience when I was teaching practicing in SMK Labor, the students find difficulties in speaking. I found that when they introduced themselves in front of the class.

Based on the interview with the teacher, it can be stated that the students can understand the content of the text. But still have difficulty in speaking the text. Speaking a procedure texts is still one of the major problem of SMK Labor Pekanbaru. There are some students difficulties speaking procedure text, there are some students not understand how to start it. The students spent a lot of time to speak. They didn't know what they are going to speak.

Based on the explanation above, the writer is interested to know the student's ability in speaking. According to National Curriculum, one of the genres of the text learned by the second year students in SMK Labor Pekanbaru is procedure text. This is the reason why the researcher decides to research on the particular kind of text.

METHODOLOGY

This research was conducted at SMK Labor Pekanbaru in the academic year 2018 which is located on Tamrin Street , Pekanbaru. The data were collected from March 2018. The population of the research is all of the second year students of SMK Labor

Pekanbaru in the academic year of 2018. The population consists of 232 students in 8 classes. The population of the second year students of SMK LaborPekanbaru can be presented in the following table:

Table 1. The Distribution of Population of the Second Year Students
of SMK Labor Pekanbaru

Classes	Total of the Students
XI ADP 1	38
XI ADP 2	41
XI AK 1	35
XI AK 2	33
XI AK 3	18
XI PJ	19
XI RPL	26
XI TKJ	22
Total of Population	232

To take the samples, the writer prepared eleven pieces of paper. One of the papers is written the word "sample" and the others are blank. Then, the chairman of each class is required choose one of the papers. The one who get the paper written "sample", his class is become the sample of the research. The sample of this research is the XI ADP 2 class of SMK Labor Pekanbaru in the academic year 2017/2018. The number of students of class are 41 students.

The design of this research was descriptive research that had only one variable. According to Gay (2000), descriptive research involves collecting data in order to determine and describe the way things are. In addition, in many cases the descriptive research is used to describe particular phenomena in order to learn more about them.

This research is using quantitative data. Quantitative data is the data which is formed in numerical. In this research, the result of speaking test was categorized as quantitative data. To have the valid data, the writer took three raters, they are Rahmiza, S.Pd (English teacher of SMAN 1 Tambusai), Raja Rini Rakasiwi, S.Pd (English teacher of SMK Labor Pekanbaru), Deasy Dwi Cahyani, S.Pd (English teacher of SMK Labor Pekanbaru. At least the writer analyzed the scores that were given   by the raters. The instrument to measure the students' speaking ability is in the form of procedure texts. In this research, the students are required to present a procedure text based on the topic given. The students are given one week to prepare the text before presenting without working at the text. The presentation time is about three minutes to every student. They must present the procedure texts based on the components of speaking like: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension to know the students' speaking ability. Then, the rater analyzed the students' performance based on the five components of speaking. The blue print of the speaking test is in the following table:

Table 2 The Blue Print of the Test

Test	Topic	The Test
Procedure	-How to make Biscuit Sandwich Sweet Cassava -How to make Cassava and Potato Crispy -How to make Fruit Salad -How to make Cococrunch with Chocolate Sauce -How to make Sago Noodles -How to make Crispi Mushroom -How to make Soccer Ball How to make Perkedel Jagung -How to make Martabak Teran Bulan -How to make Pokat Shake -How to make Manggo Juice	Speak about the topic given and students have 3 to 5 to deliver the task

In this research, the writer used several procedures. First, the writer prepared a speaking test using procedure texts for the students. Second, the writer gave some topics to the students. Third, the writer asked the students to choose the topics. Fourth, the writer asks the students to present their own procedure texts in front of class based on the topic given: how to make food and how to make drink. The last, when the students delivered their speech, the writer record students' voice to get reliable data. The result was found by watching to the students' video and check the five components of speaking included pronunciation, grammar, vocabulary, fluency, and comprehension aspects.

The following scheme of rating scale used to measure the students' achievement in speaking skill and scoring rubric adapted from Harris (1974) which has some criteria to measure oral test. The description likely mention in the following figure:

Table 3 The Rubric of Speaking Aspects

Aspects	Score	Description
Pronunciation	5	Has few traces of foreign language.
	4	Always intelligibly thought one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead misunderstanding.
	2	Very had to understand because of pronunciations problems. Most frequently is asked to repeat.
	1	Pronunciation problems so serve as to make speech virtually unintelligibility.
Grammar	5	Make few (if any) noticeable errors of grammar of word order.
	4	
	3	Make grammatical and or word order which do not, however, obscure meaning.
	2	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	1	Grammar and word order make comprehension difficult. Must often reprised sentences or restrict him/her to basic pattern.
		Errors in grammar word so serve as to make speech virtually unintelligibility.
Vocabulary	5	Makes few errors of vocabulary.
	4	Consistent use appropriate word throughout.
	3	Makes minor lexical problems, but vocabulary generally appropriate.
	2	Vocabulary usually inaccurate, Except for occasional correct words.
	1	Vocabulary inaccurate or not response.
Fluency	5	Their speech is natural and continuous.

	4	Makes few unnatural and continuous.
	3	Speech is generally natural and continuous, occasional slight stumbling or pauses at unnatural points.
	2	Some definite stumbling, but manages to reprise and continuous.
	1	Long pauses, utterances left or not response.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Cannot be said understand even simple conversational English.

The classification of students' scores by Harris (1974) was administered to score students' work and classify students' scores in speaking ability:

Table 4. The Classification of Students' Speaking Scores

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

RESULTS AND DISCUSSIONS

There are 41 students who took the speaking test. The students' score has been analyzed by three raters. After calculating the real scores of the students from each rater, the writer computes the students' scores from each rater to know the percentages of the students who get *excellent, good, mediocre, poor,* and *very poor* level in speaking. The result of it can be seen as in the following table:

Table 5. The Percentage of the Students' Ability Level
According to Three Raters hh

SCORE	LEVEL OF ABILITY	FREQUENCY	PERCENTAGE
81-100	Excellent	3	7%
61-80	Good	15	37%
41-60	Mediocre	20	49%
21-40	Poor	3	7%
0-20	Very Poor	0	0%
	TOTAL	**41**	**100%**

Table 5 shows the students' speaking ability according to the three raters. It shows that 93% pass the speaking test while the other 7% does not. Some students are still weak in terms of speaking aspects. By this, the writer concluded that is speaking test is not difficult for the students.

After getting the score of the students from the raters, the writer classified the students' scores based on each component of speaking as shown in following figure:

Figure 1 The Student's Ability in Term of Pronunciation

Figure 1 shows the students' speaking ability according to the first rater. It shows that 93% pass the speaking test while the other 7% does not. Some students are still weak in terms of pronunciation. It can be inferred that based on the average score, their speaking ability in term of pronunciation is in *Good* level (62,60).

Figure 2 The Students' Ability in Terms of Grammar

Figure 2 shows the students' speaking ability according to the first rater. It shows that 93% pass the speaking test while the other 7% does not. The students got the lowest score at grammar. In conclusion, it can be inferred that based on the average score, their speaking ability in term of grammar is in *Mediocre* level (57,40).

Figure 3 The Students' Ability in Terms of Vocabulary

Figure 3 shows the students' speaking ability according to the first rater. It shows that 93% pass the speaking test while the other 7% does not. The students only able to remaind the vocabulary not to produce their own word In conclusion, it can be inferred that based on the average score, their speaking ability in term of vocabulary is in *Good* level (60,81).

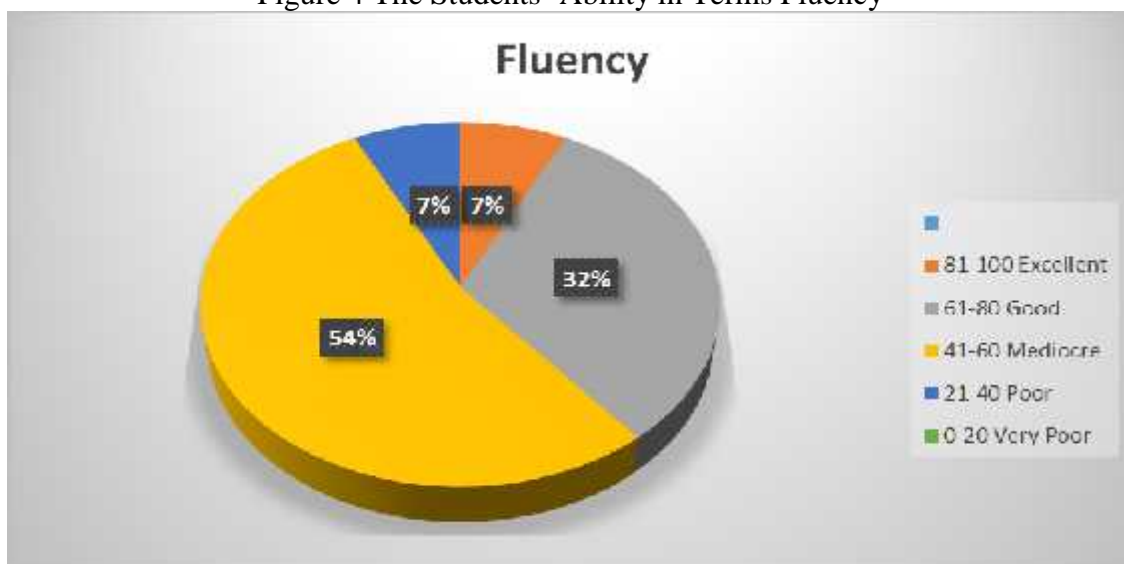Figure 4 The Students' Ability in Terms Fluency

Figure 4 shows the students' speaking ability according to the first rater. It shows that 93% pass the speaking test while the other 7% does not. The students trouble in speaking fluency doe to the Indonesian language L1. In conclusion, it can be inferred that based on the average score, their speaking ability in term of pronunciation is in *Good* level (61,14).

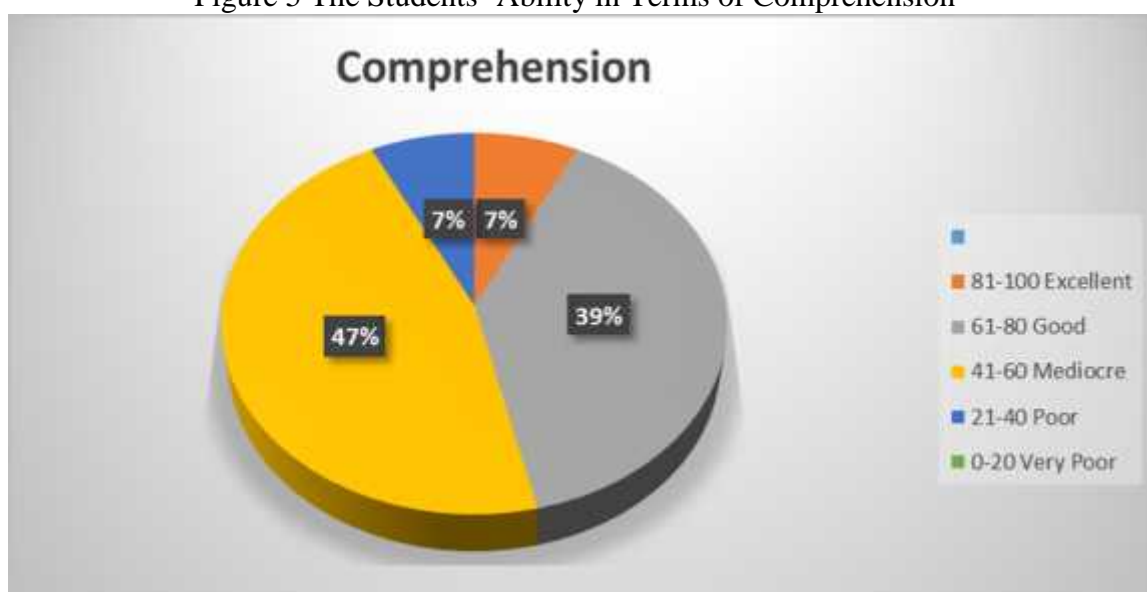Figure 5 The Students' Ability in Terms of Comprehension

Figure 5 shows the students' speaking ability according to the first rater. It shows that 93% pass the speaking test while the other 7% does not. In comprehension, the students understand the process of text, but they difficult to explain it by their own word. In conclusion, it can be inferred that based on the average score, their speaking ability in term of pronunciation is in *Good* level (62,28).

Discussions

Based on the presentation of the data and the findings, the writer found the level of students' speaking ability. The number of respondents is 41 students. There are 18 students (44%) in mediocre level, 12 students (29%) in poor level.

Furthermore, the researcher found that the level of students' speaking ability in procedure text was in mediocre level. It can be seen from the mean score of the students which is 60,85. The number of respondents is 41 students. There are 2 students (5%) in excellent level, 6 students (15%) in good level, 18 students (18%) in average level, 12 students (29%) in poor level, 3 students (7%) in very poor level.

From the five components of speaking ability, the researcher found that the highest score of students in speaking procedure text according three raters is in pronunciation which is 62,60. It means that they have good ability in pronunciation. Before the students presented their speaking in front of the class, they practiced and memorized their presentation at home.

Although they still made some errors in pronouncing the words, but the raters understood the point of the presentation. However, the students got the lowest score on grammar aspect that is 57,40 which means that their speaking is poor with grammar, they still confuse how to develop and arrange the sentence.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the result of the research, some conclusions can be drawn in this chapter. The second year students' average speaking score of SMK Labor Pekanbaru according to three raters in term of pronunciation is 62,60 (good). In term of grammar, the students' average score is 57,40 (mediocre). In term of vocabulary, the students' average is 60,81 (good). In term of fluency, the students' average is 61,14 (good). In term of comprehension the mean score is 62,28 (good).

From the five aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension), the students' score in term of grammar is the lowest among aspects.

In conclusion, the second year students' speaking ability of SMK Labor Pekanbaru is in good level (60,84)

Recommendations

       Based on previous conclusions, there are some suggestions that might be helpful for the teachers and the students in teaching and learning English; they are:

1. The students' speaking ability needs to be improved. The students still face some problems in speaking English in terms of pronunciation, grammar, vocabulary, fluency, and comprehension.

2. English teachers should give their students motivation in learning how English.

3. English teachers should give chances to the students to express their ideas in English.

4. The students must keep practicing speaking English skill.

5. The students must be confident to express their ideas or thoughts.

6. The students should improve their grammar because they still have problems in grammar.

BIBLIOGRAPHY

Arikunto, Suharsimi. (2003). *Prosedur Penelitian Suatu Pendekatan Praktik.*Jakarta. Rineka Cipta.

Bailey, Kathleen M. 2005. *Practical English Language Teaching.* New York: McGrow Hill.

Bygate, M. 1987. *Speaking. Oxford: Oxford University Press.*

Depdiknas, (2003). *Kurikulum 2004 Standar Kompetensi Sekolah Dasar.* Jakarta : Depdiknas

Derewianka, (1980). *Pembelajaran Text Procedure.* Jakarta.Depdiknas Jakarta.

Fraenkel, Jack R. and Norman E. Wallen. (2008). *How to Design and evaluate Research in Education.* New York.McGraw-Hill Companies.

Gay, L.R. (2000). *Descriptive Research*. Merill Publishing Company. Boston.

Hatch, Evelyn and Farhady, Hooesin. (1982). *Research Design and Statistic for Applied Linguistics.*London. Newbury House Publisher, INC.

Hornby, A,S. (2000). *Oxford Advanced Learner's Dictionary.*Oxford Oxford UniversityPress.

Noor, J. (2012). *Metodologi Penelitian: Skripsi, Tesis, Disertasi dan Karya Ilmiah.*Jakarta.Kencana.

O'Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers,* Great Britain: Longman, (1996).

Richard, J.C.and Renandya, W.A. (2002). *Methodology in Language Teaching an Anthology of Current Practice,* Cambridge University Press

Sudjana dan Ibrahim. 1989. *Penelitian dan Penilian Pendidikan.*Bandung.Sinar Grafika

Sudjiono, Anas. (2008). *Pengantar Statistik Pendidikan.* Jakarta: Rajawali Press.