A STUDY ON SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 5 PEKANBARU

Nurul Hikmah Kaffati, Dr. Effendy Gultom, MA. Drs. Masyhur, M.Ed.
Email: nurulkaffati@gmail.com, effendygultom@gmail.com, masyhurr20@yahoo.com
Phone Number: 085274383185

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

Abstract : *This is a descriptive qualitative research which is aimed at finding out the speaking ability of the second year students of SMAN 5 Pekanbaru. The sample of this research is obtained by using cluster random sampling. The intrument of the test is in the form of monologue. The students' speaking scores are measured by three raters. After being measured, the data are analyzed by the writer. The result findings show that the mean score of the second year students' speaking ability of is 53,7 which is categorized into mediocre level. The highest score is in terms of grammar and the lowest score is in terms of fluency.*

Key Words : *Speaking, Ability, Speaking Ability*

KEMAMPUAN BERBICARA PADA MAHASISWA KEDUA SMAN 5 PEKANBARU

Nurul Hikmah Kaffati, Dr. Effendy Gultom, MA. Drs. Masyhur, M.Ed.
Email: nurulkaffati@gmail.com, effendygultom@gmail.com, masyhurr20@yahoo.com
Phone Number: 085274383185

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

Abstrak : Ini merupakan penelitian deskriptif kualitatif yang bertujuan untuk melihat kemampuan berbicara bahasa Inggris siswa kelas XI SMAN 5 Pekanbaru. Sampel penelitian ini diperoleh dengan menggunaan *cluster random sampling*. Instrumen yang digunakan berbentuk monolog. Data berupa nilai siswa dianalisis oleh tiga penilai. Hasil dari analisis data menunjukkan bahwa nilai rata-rata dari kemampuan berbicara bahasa Inggris siswa kelas XI SMAN 5 Pekanbaru adalah 53,7 yang termasuk dalam kategori *mediocre* (sedang) dengan nilai tertinggi pada aspek *grammar* dan yang terendah pada aspek *fluency*.

Kata Kunci: Speaking, Ability, Speaking Ability

INTRODUCTION

English gives a big impact on education. Every progress in education such as books and journals is written in English as an international language. To follow all the development of education students have to learn English. In Indonesia, the 2013 curriculum (K13) requires students to learn English language starting from junior high schools until university level. There are four language skills that should be learned by the students. They are listening, speaking, reading, and writing. Among them speaking is a necessary skill to develop by the students due to the fact that in this modern era, being able to understand the language in written or spoken forms is not enough for the students without having good English speaking skill to articulate thir ideas to other people.

Butler et al. (2000) state that Speaking is the use of oral language to interact directly and immediately with others. It means that speaking is about how people arrange the meaning into the combination of its language symbols. A good speaking ability can arrange the words and deliver the ideas properly. It is affected by some aspects, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Among them, Speaking is special and complex. As stated by Khamkhien (2010) Speaking is the ability that requires the process of communicative competence, pronunciation, grammar, and vocabulary improving. It means that speaking embraces all the other skills at once. Speaking covers all the other three skills and that makes speaking more complicated in general.

Students who learn to speak commonly have the same problems in general, such are: 1) Students struggle to speak out the English words, even sometimes students keep quite in English class. This is because students do not know how to say the words because they have never used those words since English is not their native language; 2) They do not have many chances to practice communicating in the English language in their real social life; 3) They have lack of confidence to speak in English. The third problem is related to the second problem. Lack of opportunities to practice in English affected the students' confidence in speaking. The oppotunities not come because sometimes they are not given the chance to speak in the class due to some students too dominate the class or the teacher is just too focus on the active students. Lack of confidence affected students' psychology. They feel worried to make mistakes when speaking in English.

Regarding the importance and need of speaking, it will be good if the students can speak English language especially in the class, schools or in other circumstances. But the reality shows that even in the senior high schools there are still many students who find it difficult to speak in English. Therefore, the writer is interested to know the students' speaking ability of SMAN 5 Pekanbaru, particularly for the second year students. In order to find out the second year students' speaking ability the writer initiated to do a research under the title: A Study on Speaking Ability of the Second Year Students of SMAN 5 Pekanbaru.

RESEARCH METHODOLOGY

This is a descriptive qualitative research which is aimed at finding out the speaking ability of the second year students of SMAN 5 Pekanbaru. As stated by Gay and Peter (2002), descriptive research involves collecting the data in order to answer the current status of the subject being studied. In this research, the writer collected the data at SMAN 5 Pekanbaru. The data was students' monologue performances. Then the data was measured by three raters. After that, the data was analyzed by the writer.

The sample of this research was selected by using cluster random sampling as mentioned by Gay (2012) that cluster sumpling is sampling in which group, not individual, are randomly selected. According to Arikunto (2006), if the population is more than 100, the sample should be 10-15% of the population. The number of the population is 425 students, so 10% of 425 is 42,5. So there were 43 participants in this research.

The data obtained in this research was a data about the second year students' speaking ability. Thus, the writer used a speaking test. The speaking test was a kind of monologue speaking. This test was aimed to know the students' speaking ability. On the test, students were asked by the writer to speak about a topic. The students spoke in the front of the class for 3-5 minutes. The students developed the topic by exploring the ideas based on their own experiences related to the topic. The instruction was: *Please tell us about **the unforgettable moment in your life.*** The students' voices were recorded and then be used as an appraisal by the raters to be assessed.

To analyze the data, the writer employed the following formulas

$$\text{Total Score (TS)} = P + G + V + F + C$$

Where: TS = total score; P = students Pronunciation; G = students Grammar; V = students Vocabulary; F = students Fluency. According to Hudges, the real score can be obtained by this formula:

$$RS = \frac{TS}{25} \times 100$$

RS = The real score of each individual
TS = The total score of the speaking component

Real score of three raters can be obtained by this formula:

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

RS = Real score (from three raters)

The formula for the percentage of the students' speaking ability is as follows:

% = Percentage
f = Frequency
N = Number of Students

$$\% = \frac{f}{N} \times 100$$

The average score of the students can be obtained using this formula:

X = The mean score of the test
∑x = Total of the score students' score
N = Number of students

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

RESULTS AND DISCUSSIONS

Results

The score of the second year students' speaking ability of SMAN 5 Pekanbaru on each aspect of speaking components (pronunciation, grammar, vocabulary, fluency, comprehension) according to the three raters is as follows:

Table 1. Students' Speaking ability by the aspects

No.	Aspects of speaking	Average (R1+R2+R3)	Ability level
1.	Pronunciation	55.2	Mediocre
2	Grammer	55.8	Mediocre
3	Vocabulary	54.7	Mediocre
4	Fluency	47.3	Mediocre
5	Comprehension	55.3	Mediocre

Table 2. The conclusion of the Results of the Students' Speaking Ability by three raters

No	Score	Level of Ability	Frequency	Percentage
1	81-100	Excellent	2	5%
2	61-80	Good	10	23%
3	41-60	Mediocre	22	51%
4	21-40	Poor	5	12%
5	0-20	Very Poor	4	9%
	Total		43	100%

Table 1 shows that students speaking ability by the aspect is mediocre level. pronunciation score is 55,2. Majorly students are at the mediocre level. It means that the students have some pronunciation problems that necessitate concentration while listening and it is occasionally lead to misunderstanding.

From the grammar aspect, it can be seen that the highest frequencies are at the good level (55,8). It means that the raters consider students' are sometimes students made some grammatical errors which were obscure the meaning. Then in the mediocre level, the three raters consider students' frequently made errors in grammar and word order which occasionally obscured the meaning.

From the vocabulary aspect, the highest frequency is at the mediocre level (54,7). It means that the students frequently made mistakes like misused words and fragmented talk because of limited vocabulary and the problems made the comprehension quite difficult.

From the table, students' score in terms of fluency is 47,4. It means that students have some language problems, such as students were hesitant while speaking, unnatural stop and etc. In the comprehension aspect, the student gets score of 55,3. It means that their speech is understandable but at the slower speed than a normal speed. Based on the speaking aspect, students' ability is at mediocre level.

Students' speaking ability by three raters shows on Table 2. From the table, two student (5%) are at the excellent level, one student gets the score of 86,7 and another one get the score of 82,7. Then 10 students (23%) are at the good level, one student gets the score of 74,7; one student gets the score of 73,3; two students get the score of 70,7; three students get the score of 66,7; two students get the score of 65,3; and one student gets the score of 62,7. Then 22 students (53%) are at the good level. Five students get the score of 60; one student gets the score of 58,7; three students get the score of 57,3; three students get the score of 56; three students get the score of 54,7; one student gets the score of 53,3; one student gets the score of 52; one student gets the score of 50,7; two students get the score of 48; one student gets the score of 44; and one student gets the score of 41,3. Five students (12%) are at the poor level. three students get the score of 38,7; one student gets the score of 34,7; and one student gets the score of 25,3. And Four students (9%) are at the very poor level and all get same score which is the score of 20.

The mean score of rater 1 is 50, the mean score of rater 2 is 55 and the mean score of rater 3 is 57. So the mean score of the three raters is 53,7 or 54. According to Harris (1974), it is categorized into mediocre level. The students' speaking ability is at mediocre level because students get the score around the score of 41-60. It means that while talking students made pronunciation problems that necessitate concentration when listening and it occassionally lead to misunderstanding. In terms of grammar, students frequently made grammatical errors. In terms of vocabulary, students frequently misuse words and somewhat conversation was limited because of inadequate vocabulary. In terms of comprehension, it was understood almost all that was said but in slower than normal speed. Besides those aspects, fluency gets the lowest score. It means that students usually hesitant and stutters. They were forced into enhancement by language limitation. So according to all the raters, the speaking ability of the second year students of SMAN 5 Pekanbaru is at mediocre level. The results can be seen in the Graph 1 as follows:
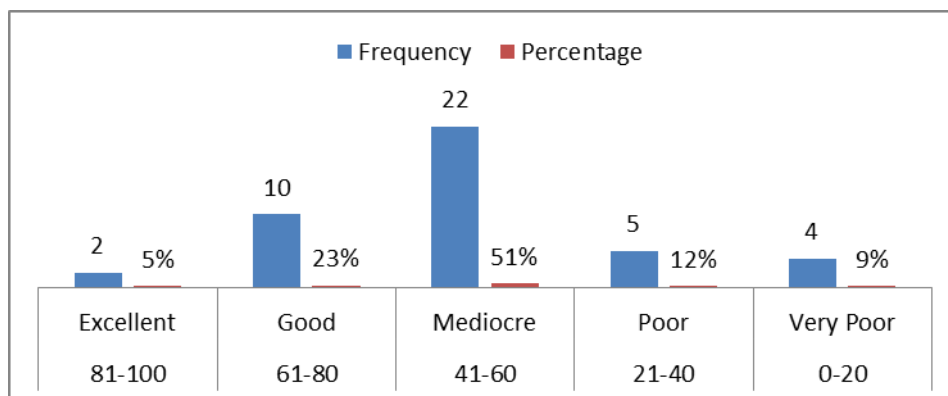
Graph 1. The students' Speaking Ability According to the Three Raters

Discussions

Based on the research findings, the students' speaking ability is at mediocre level with different mean scores from each rater. Rater 1 is 50, rater 2 is 55 and ratar 3 is 57. Eventhough the scores are different form each rater, it is still eligible because this research is measured by three raters and they have their own objectivity to scored the students' ability.

Based on the components of speaking that being evaluated, the students' average score in pronunciation is the score of 55,2 which is categorized into mediocre level. It means students have problems in the pronunciation which is needed concentration while listening and sometimes lead to misunderstanding. In terms of grammar, students' score is the score of 55,8 which is categorized into mediocre level. It means that students frequently make errors in grammar and words order that lead to ambiguity.

In terms of vocabulary, students' score is the score of 54,7 which is categorized into mediocre level. It means that students frequently misused words. Students were difficult to find the proper words due to limited vocabulary. In terms of fluency, students' score is the score of 47,3 which is categorized into mediocre level. It means that students while speaking they did some unusual stops or needed to rephrase the sentence due to the language problem. In terms of comprehension, students' score is the score of 55,3 which is categorized into mediocre level. It means that most of what students said can be understood but in the slower than normal speed eventhough sometimes needed repetition for a better understanding.

From the data above, the students' get the highest score in terms of grammar with the mean score of 55,8. They are good but often made grammatical errors and wrong word choices. However, the students' lowest mean score was in the terms fluency. They only gained 47,3 which indicate their poor level of fluency. They were sometimes hesitant, used unnatural stops and too much using filler like 'eee', 'emm' and etc.

The findings were in line with the findings of the preview study that was conducted by Famela Suryani entitled " A Study on the Speaking Ability of the Second Year Students of SMAN 10 Pekanbaru". Based on her findings, the students' speaking ability was at mediocre level with the lowest score is in terms of fluency because students had many disturbances cause of language problem. It indicates that fluency is the most difficult aspect of speaking to be gained.

CONCLUSIONS AND RECOMENDATION

Conclusions

Based on the research findings, the speaking ability of the second year students of SMAN 5 Pekanbaru is at mediocre level with the mean score of 53,7. Tthe highest score is in terms of grammar and the lowest score is in terms of fluency.

Suggestions

Based on the research finding, the writer would like to offer several suggestions which are expected to be useful in the process of teaching and learning English especially in speaking;

1. Since the lowest score is in fluency, it is suggested that students should practice their English eventhough not in the school environtment so they can be more fluent in English

2. It is suggested to the students to enrich their vocabularies by memorizing a few words in every day or week. Some students have problems in their pronunciation. It is suggested to the students that whenever there is a text, the students read it aloud.

BIBLIOGRAPHY

Al-Nakhalah, A. 2016. *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*. Palestine: Al Quds Open University.

Anderson, M. & Anderson, K. 2003. Text Type in English 1 South Yarra, Victoria: MacMillan Education Australia.

Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendidikan Praktik.* Jakarta: PT Rineka Cipta.

Bashir, M., Azeem, M. & Dogar, A. H. 2011. Factor Affecting Students' English Speaking Skill. *British Journal of Arts and Social Sciences.*

Brown, H. D. 2007. *The principle of language learning and teaching.* White Plains, NY: Pearson Longman.

Butler, F. A., Eignor, D., Jones, S., McNama, T., & Suomi, B. K. (2000). *TOEFL 2000 Speaking Framework: A Working Paper*. Chicago: Educational TestingService.

Celce-Murcia, M. & Olshtain, E. 2000. *Discourse and context in language teaching.* New York: Cambridge University Press.

Derakhshan, A., Atefah, N. K., & Fatimah, B. 2016. Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *Canadian Center of Science and Education.*

English Oxford Dictionaries. 2018. Defenition of Ability. [online], (http://en.oxforddictionaries.com/defenition/ability, accessed on 15th July 2018.

Gay, L.R & Peter, A. 2002. *Educational Research Competence for Analysis and Application.* Boston: Merin Publishing Company.

Gay, L.R., Mills, G. E. & Airasian, P. W. 2012. *Educational Research. Competencies for Analysis and Application. 10th ed.* USA: Pearson Education

Hammer, J. 2001. *The Practice Language Learning.* Longman: London

Harris, D. 1974. *Testing English as a Second Language.* New York: Mc. Graw. Hill Book Company.

Hilferty, A. 2005. *The Relationship between Reading and Speaking Skills. Focus on Basics.* http://www.ncsall.net/?id=328

Hughes, R. 2002. *Teaching and researching speaking.* Edinburgh: Pearson Education.

Khamkhien, A. 2010. Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching Journal.*

Kurniati, A. 2015. *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru.* Pekanbaru: University of Riau.

Leong, L. M. & Ahmadi, S. M. 2017. An Analysis of Factors Influencing Learner's English Speaking Skill. *International Journal of Research in English Education.*

Regina, S. 1993. *English Language Arts: A Curriculum Guide for the Middle Level (Grades 6-9).* Canada: Saskatchewan Education.

Richard, J.C. & Renandya, W. A. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.

Rico, L. J. A. 2014. Identifying Factors Causing Difficulties to Productive Skills Among Foreign Language Learners. Vol.11. *Opening Writing Doors Journal. Pamplona: Colombia*

Siahaan, S. & Shinoda, K. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu

Suryani, F. 2016. *A Study on the Speaking Ability of the Second Year Students of SMAN 10 Pekanbaru*. Pekanbaru: University of Riau

Torky, S. 2006. *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students.* Cairo: Ain Shams University.

Trachsel, M. & Severino. C. 2004. *The Challenges of Integrating and Balancing Speaking and Writing in First-Year Rhetoric Classes.*