

# ***A STUDY ON THE SECOND YEAR STUDENTS SPEAKING ABILITY IN EXPRESSING INVITATION AT SMA ISLAM AS-SHOFA PEKANBARU***

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**Abstract:** *This research was a study on the speaking ability in expressing invitation of the second year students of SMA As-Shofa Islam Pekanbaru. The aim of this research was to know about the second year students speaking ability in expressing invitation at SMA Islam As-Shofa Pekanbaru. The population of this research was the second year students of SMA Islam As-Shofa Pekanbaru that divided into 4 classes, with total 91 students. The sample of this research was class XI MIA 2, with total 22 students. The instrument of this research was expressing invitation in role play. In conducting this research, a set of expressing invitation in role play card was used to know students' speaking ability. To get the quantitative data in this research, the three raters were involved to give the scores of students speaking ability. The mean score of students' ability in speaking from the first rater was 79.2, (good level). The second rater's mean score was 78.8, (good level). Lastly, from the third rater was 80 (good level). The research finding also shows that students got the highest mean score in terms vocabulary (4.1) and got the lowest mean score in terms of pronunciation (3.7). In conclusion, from the three raters in five aspects of speaking ability, the average of speaking ability of students at the second year of SMA Islam As-shofa Pekanbaru were 79.3 (good level).*

**Keywords :** *descriptive research, students' speaking ability*

# **STUDI TERHADAP KEMAMPUAN BERBICARA SISWA TAHUN KEDUA DI SMA ISLAM AS-SHOFA PEKANBARU DALAM MENGUKAPKAN UNDANGAN**

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**Abstrak:** Penelitian ini merupakan studi terhadap kemampuan berbicara siswa tahun kedua di SMA Islam As-Shofa Pekanbaru. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa tahun kedua di SMA Islam As-Shofa Pekanbaru dalam mengungkapkan undangan. Populasi dari penelitian ini adalah siswa tahun kedua di SMA Islam As-Shofa Pekanbaru yang terbagi atas 4 kelas, dengan jumlah 91 siswa. Sampel dari penelitian ini adalah kelas XI MIA 2, dengan jumlah siswa 22 siswa. Instrumen dalam penelitian ini adalah bermain peran mengungkapkan undangan. Dalam melaksanakan penelitian ini, terdapat satu set kartu bermain peran yang digunakan untuk mengetahui kemampuan berbicara siswa. Untuk mendapatkan data kuantitatif dalam penelitian ini, tiga orang penilai diundang untuk memberikan nilai terhadap kemampuan berbicara siswa. Berdasarkan hasil tes lisan, peneliti dapat menyimpulkan bahwa skor rata-rata kemampuan siswa dalam berbicara dari penilai pertama adalah 79.2 (baik). Dari penilai kedua skor rata-rata adalah 78.8 (baik). Dari penilai ketiga skor rata-rata adalah 80 (baik). Hasil dari penelitian ini juga menunjukkan bahwa skor tertinggi siswa terdapat pada memahami kosa kata (4.1) dan skor terendah terdapat pada kemampuan pengucapan (3.7). Kesimpulan pada penelitian ini, nilai kemampuan berbicara siswa berdasarkan lima aspek kemampuan berbicara di atas, rata-rata kemampuan berbicara siswa tahun kedua di SMA Islam As-Shofa Pekanbaru adalah 79.3 (baik).

**Kata Kunci:** Penelitian deskriptif, kemampuan berbicara siswa

## INTRODUCTION

English is a compulsory subject starting from junior high school level up to the university level. There are four language skills that should be learned by the students in English classes. They are speaking, writing, reading, and listening. According to Caine (2008), English is spoken worldwide as the first, second, foreign language or other language. It is clear that English language has become more dominant around the world. English is used as a medium of communication between people who are not only from the same state, but also from different countries that have different languages.

Speaking ability is one of the most important basic ability, because speaking ability builds communication and interaction in the real life. According to Ladousse (2004) speaking is described as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. According to 2013 curriculum one of the standardized competences of speaking in second years' senior high school is in expressing invitation. This topic tends to express the meaning in transactional and interpersonal conversation text and applied in daily context. Based on the writer's interview with second years' English teachers in the learning process, teachers find that students face some difficulties to express their opinion because the lack of vocabularies and confidence in expressing their idea.

The main problems in speaking English are lack of confidence (Mohammed, 2011). We can see it in students' daily activities, they stuck usually when they have conversation because they do not know what words that they want to use and afraid to be wrong. Besides, Hoang Tuan (2015) said that in EFL's teaching-learning process. Students are worried about making mistakes, fearful of criticism or losing face and shy of the attention that their speech attracts. So, the problems that students often faces in speaking class are the lack of vocabularies and confidence.

However, there are no one have done the research about expressing invitation in SMA Islam As Shofa before. The material is also suitable with curriculum 2013 which they used as guidance in teaching English there. From the explanation above, the writer intend to find out the second year students' speaking ability in SMA Islam As Shofa in expressing invitation.

## RESEARCH METHODOLOGY

The research took place at SMA Islam As-Shofa Pekanbaru which is located on Jl. Tuanku Tambusai Ujung, Gg. As – Shofa Pekanbaru. According to Babbie (2010), quantitative focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The research design of this research was descriptive research. According to Burns and Grove (2003), descriptive research is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice and make judgment and also to develop theories. For the purpose of this study, descriptive research was used to obtain the ability of the students in expressing invitation.

According to Gay (2000) defines that the population is the group of interest to the researcher of the group which she/he would like to result of the study to be generalize.

While Arikunto (2002) states that population are all of the subjects who are connected to the research. The population of the research was the second year students of SMA Islam As-Shofa Pekanbaru. The total population of this research was 91 students. Then, the sampling of this research was taken by using cluster random sampling. According to Margen (1980) in cluster random sampling, the population is divided into groups of cluster and they were chosen by using lotteries. By using the lotteries XI MIA 2 chose as the sample with total 22 students.

Research instrument is a device used by the research while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process (Arikunto, 2010). The instrument of this research was expressing invitation role play. A set of expressing invitation role play card was conducted to know students' speaking ability. The model of provided invitation role play card was developed by Gavrilovic (2014). In this model the students divided into 2 groups with different set of cards. The cards consisted invitation and response (accepting or declining). The students' speaking performances assessed using a scoring rubric adapted from David P. Harris as it is cited in Nurnia (2011). The data recorded was evaluated by three raters, they are: Nayara Hafiza, S.Pd, Nadia Alkhair, S.Pd, and Afifah Zulfa Mustika, S.Pd.

## FINDINGS AND DISCUSSION

The score of students' speaking ability in terms of five aspects of speaking skill: pronunciation, grammar, vocabulary, fluency, and comprehension according to the three rater can be seen as follows:

**Table 1. The Students' Speaking Ability According to the First Rater**

No	Range Score	Frequency	Percentage	Level	Average Score
1	81-100	7	35%	Excellent	79.2
2	61-80	13	65%	Good	
3	41-60	0	0%	Mediocre	
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
TOTAL		20	100%		

Based on table above, according to the first rater, 7 students (35%) belong to *excellent* level, where one of them got 100, then two of them got 88, and four of them got 84. Then, 13 students (65%) are in *good* level, three of them got 80, four of them got 76, five of them got 72, and one of them got 68. The total score of students' speaking ability according to the first rater is 1,584 with the average score 79.2. That is categorized into *good* level.

**Table 2. The Students' Speaking Ability According to the Second Rater**

No	Range Score	Frequency	Percentage	Level	Average Score
1	81-100	5	25%	Excellent	78.8
2	61-80	15	75%	Good	
3	41-60	0	0%	Mediocre	
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
TOTAL		20	100%		

Based on table above, according to the second rater, 5 students (25%) belong to *excellent* level, where one of them got 96, then one of them got 92, and three of them got 84. Then, 15 students (75%) are in *good* level, five of them got 80, five of them got 76, four of them got 72, and one of them got 68. The total score of students' speaking ability according to the second rater is 1,576 with the average score 78.8. That is categorized into *good* level.

**Table 3. The Students' Speaking Ability According to the Third Rater**

No	Range Score	Frequency	Percentage	Level	Average Score
1	81-100	6	30%	Excellent	80
2	61-80	14	70%	Good	
3	41-60	0	0%	Mediocre	
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
TOTAL		20	100%		

Based on table above, according to the third rater, 6 students (30%) belong to *excellent* level, where one of them got 100, then one of them got 96, one of them got 88, and three of them got 84. Then, 14 students (70%) are in *good* level, five of them got 80, four of them got 76, and five of them got 72. The total score of students' speaking ability according to the third rater is 1,600 with the average score 80. That is categorized into *good* level.

**Table 4. The Students' Speaking Ability According to Three Raters**

No	Range Score	Frequency	Percentage	Level	Average Score
1	81-100	9	45%	Excellent	79.3
2	61-80	11	55%	Good	
3	41-60	0	0%	Mediocre	
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
TOTAL		20	100%		

The table above shows that the students' score in real test and their ability are vary. From twenty students, eleven students (55%) are in *good* level. While the other nine students (45%) are in *excellent* level, there is no student in *mediocre*, *poor*, or *very poor* level. The result of students' speaking ability according to three raters:

$$\begin{aligned} M &= \frac{\sum fx}{N} \\ &= \frac{4780}{156} \\ &= 79.3 \end{aligned}$$

According to three raters, it could be inferred that the speaking ability of the second year students of SMA Islam As Shofa are in *good* level with the average score 79.3.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the writer findings, it can be concluded that the second year students' speaking ability in SMA Islam As Shofa Pekanbaru was in *good* level with the mean score 79.3. Where nine students (45%) were categorized in *excellent* level, and eleven students were categorized in *good* level. However, most of the students were categorized in *good* level.

Based on the result from expressing invitation role play using five components of speaking ability, the average score of students' ability in speaking from rater one is 79.2 (*good level*), from rater two is 78.8 (*good level*), and from rater three is 80 (*good level*). The average score of the speaking ability at the second year students' at SMA Islam As Shofa Pekanbaru according to three raters were 79.3 (*good level*).

### Suggestions

These students have to pay more attention to the five speaking aspects in order to improve their ability speaking. In term of pronunciation, the students need to learn more about pronunciation by learning how to pronounce English words correctly. Then, second component is vocabulary, since vocabulary is one of the essential aspects in speaking it will be a good idea if students can enhance their vocabulary skill by read more English books, watch English movie or other activity that can increase their vocabulary in order to improve their speaking ability. In grammar, the students need to improve their grammar because it can cause misunderstanding if they spoke their sentence not in a correct ways, students can learn grammar by answering grammar question type such as error analysis. Then, in order to improve their fluency, students need to get used to English conversation, do more conversation with the teacher or classmates. Last is comprehension, in order to improve their comprehension ability,

students need to get involved in a lot of English activity such as conversation, talks, and monologues. Related to this research, asking, accepting, and declining in expressing invitation is one of the activity that may enhance their speaking ability.

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