

AN ANALYSIS OF STUDENTS' ABILITY IN SPEAKING ENGLISH

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Abstract

As we know that, speaking is one of the important skills in learning English. The purpose of this study was to find out the students' speaking ability of the twelfth grades students at SMK N 02 OKU. Population of this study was all of the twelfth grades students of SMK N 02 OKU in academic year 2021/2022 were 256 students and took sample by using purposive sampling were 33 students. To collect the data, the writer used test as an instrument in this study. Then, analyze the data collection used descriptive qualitative method. Based on finding, the writer found that 40% of students got 3 score of the test, 33% got 4 score and 27% of students just got 2 score in the speaking ability's test. In conclusion, the writer can conclude that the students' ability of the twelfth grades students at SMK N 02 OKU can be categorizes in low-intermediate level.

Keywords-Speaking, Students' Ability

Introduction

In Indonesia, English as a foreign language, so is needed an effort to learn this language. Learning a language is a process to know how to produce the language. According to Lightbown & Spada in 2000, say that learning a language is the result from imitation, practice, feedback on success and habit formation. While Chomsky assumed that, learning a language is a biological process. In this case, learning a language is the complexed process the how to learn it. Learning a language is the complex process about how to learn the language. It is possible the human should learn the language continuously, its mean that it

should be practiced everyday or every time. Speaking the language as English is required in order to understand in English.

In Indonesia it self, students was obligate to learn English from Junior High School until University level. English also one of the subjects that tested in the national exam. There are four skill of english learning, they are listening, speaking, reading and writing and two components language, namely vocabulary and structure. According to Khotimah (2014), one of the most important skill from them is speaking. Speaking has many influence someone's performance in many aspects, such as social, politic, economy also education. From speaking, someone can deliver they opinion, they need and to support their social interaction, economic transaction and so on.

Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language. However, speaking English is not easy to mastered by the learner. When speaking, you can not plan the exact words or senteces what you want to speak. Speaking is about to manage the conversation and to speak spontaneously (Fauzan, 2014). So, many people aspecially students that assumed speaking is the harder skill in english learning than other skill of english such as listening, reading and writing.

According to Latha, et al (2012), there are several factors that affecting the students' speaking skills such as learner inhibition, lack of motivation, lack of vocabulary, lack of profer vocabulary, lack of confidence, poor non-verbal communication, lack of profer orientation and building confidence. From this factors, it can obstruct students' speaking ability and make them poor in speaking English.

There are several researches that have related of this research. First is the research from Rica Hiana Shinta Hia, Herdi and M. Fadhly Farhy Abbas in 2016 found that the speaking ability in English Conversation Club (ECC) Program at the Third Semester was failed. It has several reasons such as the students were lack of the vocabulary, practice, grammar and also they lack

of the motivation to speak English. But beside that, from the interview of the students, they assumed that English Conversation Club (ECC) program was positive, although, the frequency of them speaking in English is seldom.

The other researches that related of this study were the research by Abdurrahman H. Usman (2015). This research was conducted to improve students' English speaking ability by using the think-pair-share strategy. The result of this study was think-pair-share strategy was effective to increase students' speaking ability at STAIN Ternate. The last is the research by Siti Hotimah (2014). The objective of this study is to know about the application of problem based learning as teaching method in improving students' speaking ability and students' achievement in speaking English. With the result that problem based learning method is effective to used in increasing students' speaking ability.

From the background above, the writer interest to conduct the study about students' speaking ability to measure and analyse the students speaking ability at SMK N 02 OKU. In this study the writer used the descriptive qualitative method entitled *An Analysis of Students' Ability in Speaking English of Twelfth Grade Students at SMK N 02 OKU Academic Year 2021/2022*.

Methodology

This study was conducted through descriptive qualitative method. Creswell (2009) states that a qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. This method used to analyze the data collected in an objective way based on the fact that would be found. So, in this study, the writer is analyze and describe the data that collected by an oral test.

The procedures of this study were, first, preparation of the study: (1) Ask permission from Mam Dra. Fitriani as an English teacher in SMK N 02 OKU. (2) Make an instruments to test the students' speaking ability. (3) Rechecking the number of

population and samples. (4) Requesting permit to conduct research from the school’s headmaster of SMK N 02 OKU. Second, implementation of the study: (1) Give the instrument or english speaking theme for the sample. (2) Give the students speaking ability test. Third, final steps: (1) Analyze the result of students’ speaking test. (2) Describe the data analysis and give the conclusion as the answer of research question. (3) Construct the research report.

The population of this study was taken from the twelfth grade of SMK N 02 OKU Academic Year 2021/2022. Fraenkel and Wallen (2008, p. 91) explains that a population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. In conducting this study, the writer used all students of XII 2 of Fashion Class as a sample based on certain consideration including:

1. Target of sample in this study is the twelfth grade students.
2. Advice that obtained by the writer from the proposal supervisor.

According to Fraenkel and Wallen (2008, p. 90), sample is a smaller group on which information obtained. Based In this study, the writer used the technique of purposive sampling in choose the sample of this study. According to Fraenkel and Wallen (2009, p. 99), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

Table 1 Sample of the Study

No	Class	Gender	Number of Students
1	XII 2 Fashion Class	Male	1
		Female	32
Total			33

(Source of data: SMK N 02 OKU in Academic Year 2021/2022)

To collecting the data, the writer used an instrument. In this study, the writer used test as an instrument. In this case, test

is used to collecting the data of the students' speaking ability. Before giving the test to the students, the writer chooses and asks Mam Dra. Fitriani as an English teacher of XII 2 Fashion class to be a tester to analyze the speaking ability of the samples. Then, to analyze the data, the writer used descriptive qualitative method with rubric that adapted from a rating scale developed by ESL teachers Portfolio Assessment Group (Grades 1-12), Fairfax Country Public Schools, Virginia. The data was analysed with grade score 1-5, then make a percentage analyses based on the data had been collected.

Findings and Discussion

Research Finding

The students' score of speaking ability was gotten by the test. Before give a test of students' speaking ability, the writer make an instrument before. According to Permendikbud No. 104 of 2014, an assessment instrument is a tool used to assess students' learning outcomes, such as test and attitude scales. In this study, the writer focus on give an assessment instrument to test the students' speaking ability.

To test the students' speaking ability, the writer choose conversation as an assessment instrument. So, the students speak about daily conversation in English. Then, mam Dra. Fitriani as a tester and also their English teacher give a score for them based on their speaking ability.

The writer gave the test to 33 students at twelfth grade on October, 15th 2021 in SMK N 02 OKU. The speaking ability of students in the twelfth grade at SMK N 02 OKU can be categorized in the standard level. The result of the students' speaking ability for the twelveth grade at SMK N 02 OKU will be seen in the chart below.

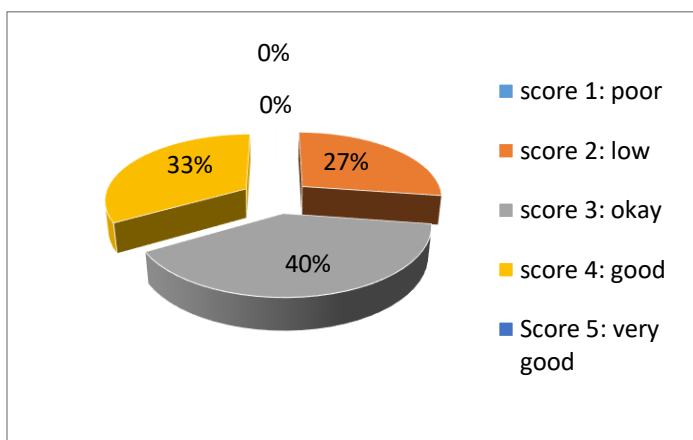


Chart 1 Students' Speaking Ability Scoring

Based on chart above, we can see as many as 33% of students get 3 score in their speaking ability test. Then, 40% of students get 4 score in their test and the last, for 27% of students just get 2 score in their speaking ability test before. From the test before no one students who get 1 and 5 score in their speaking ability test.

Discussion

Based on the finding in this study, the writer found that the students' speaking ability in the twelfth grade at SMK N 02 OKU is in the low-intermediate level. Low-intermediate is a level of learners' proficiency in English. In this level the students can make a simple sentences and can understand the main point of a conversation but need much more vocabulary.

Based on result of speaking's ability test before, the writer found that in speaking ability, 40% of the twelfth students in SMK N 02 OKU get 3 score in their test. The writer can analyze that they begin to initiate conversation in English with retell a story or their experience, or sometimes ask and respond to simple questions. The simple questions here like ask their friends about their activity and ask news such as "how are you?" "what are you doing?" and others simple questions. Based on speaking ability test before, the writer found that most of the students speak hesitantly, because of reprashing and searching for words, and predominantly present tense verbs, demonstrate errors of omission. They also use limited vocabulary in speaking English. Then, when they listen their teacher speak in English, they just

understand a simple sentence in sustained conversation and requires repetition to more understand about the meaning.

The writer can analyze that from 40% of students' speaking ability here their pronunciation is many words pronounced correctly. The pronouncing correctly of them in scale 41-60%. Then, in loudness aspect, their voice in speaking sometimes soft and sometimes loud to hear. Also, the rate of their speak sometimes slow and sometimes fast to say. The last for the words that they choose adequate words and could be improve.

Then, 33% of students get the 4 score in their test. It can seen from the result of their speaking ability before, they understand most spoken language including classroom discussion. They also can initiate and sustain a conversation with descriptors and details, they exhibit self confidence in social situation with begin to communicate in classroom settings. The writer also found that, they speak with occasional hesitation with using some complex sentences like applies rules grammar but lack control of irregular form such as runned, mans, not never, more higher and so on. When speak in English, they use adequate vocabulary and some words usage irregularities. The last, when their teacher speak in English through discussion in the class, they understand what the teacher mean with repetition, rephrasing and clarification.

Based on speaking test before, the writer can analyze from 33% of students, their pronunciation is many words pronounced correctly. The scale of theirs' pronounced correctly is 61-80%. Then, appropriate level of volume words are appropriate enough to hear and also their speaking is not too slow or too fast. The last, for their words choice is mostly choose the right words.

The last result of the speaking test ability that has done on October, 15th 2021, the writer found that for 27% of students just get the 2 score in their English speaking skills. The write can analyze that they just begin to speak in English to cummunicate personal and survival needs such as greeting their teacher, asking and leave taking. In speaking English, they usually speak

in single word utterance and short patterns also use functional vocabulary. Then, when their teacher speak in English through discussion in the class, they just understand word and phrases with require repetitions.

For 27% of students, the writer can analyze that their pronunciation when speaking is some words pronouced correctly. Its mean when they speak, many of words they wrong to pronounce. Then, the volume of their voice in speaking is soft, so many of the words they say is not unclear to hear. Also, their speaking in mostly too slow and too fast and theirs' words choice often wrong.

Also, from the speaking test before, the writer found that there were no students who get score 1 and 5 in their speaking test. Its mean that no students who speak in english just few words of they say is correct in pronouncing. Also nothing of them who mostly or always right in pronouncing words. As well as of theirs' loudness, rate of their speak and word usage. Nothing of them who just few word or most and all off the words are correctly in pronounce. So, there is nothing of the students who was perfect in speaking English.

Based on findings above, it is related for the previous related study from Hia, et al (2016), but in this research has improve that students' speaking ability is an intermediate level. Although in the previous research from Hia, et al (2016), the students speaking ability in English Conversation Club (ECC) Program at the Third Semester was failed.

Conclusion

As already mention before, the purpose of this study was to find out the students' speaking ability of the twelfth grades students at SMK N 02 OKU. The researcher would like to conclude the data obtained in this study. Based on analyses of the students ability in speaking English, as 40% students get 3 score of their speaking test. It means that the students speaking ability can be categorized in the low-intermediate level. Based on the result of this study, the writer recommended some suggestion. The writer suggests to the further writer to analyze

more deeply about this topic. It is recommended that further study could be done and using the same method in conducting the study with involving the larger number of participation.

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