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Submission date: 05-Nov-2020 10:05AM (UTC+0700)

Submission ID: 1436536093

File name: Analysis-Of-Senior-High-School-Students-Speaking-Performance.pdf (261.8K)

Word count: 3867

Character count: 20095

The Analysis Of Senior High School Students' Speaking Performance

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Abstract: Speaking skills are the most important language skills that must be mastered by English language learners. Unfortunately, not all students are able to speak fluently. Using quantitative descriptive methods, this research employed two instruments; test and observation to gain the data, then being processed and described. The results of the students' speaking performance; 0 students or 0% included in the excellent category, 3 students or 21.43% included in the very good category, 1 student or 7.14% included in the good category, 5 students or 35.71% included in the fair category, and 5 students or 35.71% included in the poor category. The observation result showed that some students have done inappropriate pronunciation, poor choice of words, unsmooth-speaking, out of topic, and unnecessary body movement. Nevertheless, some of them also did it well. In conclusion, the students speaking level are considered moderate and good, but need more encouragement especially in the pronunciation, topic mastery, and attitude criteria.

Index Terms: Assessing speaking, English club, students speaking performance, speaking skill, senior high school students, speaking evaluation, speaking ability.

1. INTRODUCTION

English is the main foreign language taught in schools, colleges and universities in Indonesia. This subject is considered as one of the important subjects that must be mastered by Indonesian students [1]. There are four macro skills that students should master. Among this four, speaking is considered as the most important skill to be mastered. People who can use language well can usually be seen from whether they can speak the language well or not [2]. Unfortunately, not all Indonesian students can communicate fluently and accurately in English even though they have learned it for years because they do not have the necessary knowledge to do so [3]. Speaking itself is one of the skills that must be mastered by everyone [5] their everyday life. Through speaking, everyone can develop the ability to think, read, write, and listen. It becomes very important because through speaking people can transfer their ideas, opinions, and knowledge to others. Besides, people who learn new languages are usually required to be able to speak in the language they learn [2]. Davies and Pearse as cited in Tuan and May state that the main goal of every teaching of English is making the students to be able to speak English accurately and effectively in communication. Therefore, learning speaking skills is important for the students so that they are trained to organize, conceptualize, clarify, and simplify thoughts, feelings, and ideas to others verbally. The study done by Tuan and May revealed that most high school students are not good at speaking English. They can pass the exam easily but they find it difficult to communicate in English [4]. This may be caused by students' low participation during the learning process. Although English began to be considered an important subject, students did not seem to use it outside the classroom. This is reflected from their low performance and lack of motivation to participate [1, 3]. The same problem was expressed by Juniati, Jabu, and Salija that most students chose not to speak in the EFL class because they felt lack of confidence, afraid of being judged by others, lack of understanding or unfamiliar with the topic, lack of vocabulary mastery, lack of motivation in speaking, and not have enough opportunities to speak [6]. These things cause the students to experience obstacles in expressing their ideas using English. The process of learning speaking at MAN 2 Kulon Progo aims at students can develop their speaking skills in order to be able to convey messages in a complete, yet imperfect manner. In the sense that the structure they use becomes more

effective, the choice of words is more precise, the sentences are varied, and so on. In fact, students do not have enough opportunities to practice speaking because the number of English lessons is limited. Therefore, the school provides facilities such as the provision of an Extracurricular English Club for students who wish to explore their English language skills further. English Club is a community that is built by the school to give more chance to the students to engage with English. In this situation, this club aims to assist the students in order to communicate with English well. Students who join this club are expected to get used to speaking in English fluently and accurately. In addition, they can improve English language skills in general, general cognitive development and enriched academic achievement. In short, at the end of the program students are expected to have the language skills needed to understand and communicate about the subject matter specified in the school program. Because this program is quite newly formed, the students' ability in speaking English especially speaking skills, has not been revealed comprehensively. This is because no research has been conducted on students' speaking abilities at the school. So that it is needed to conduct a research. Based on the background stated above, the authors interested in describing the speaking skills of English Club members of MAN 2 Kulon Progo.

2 METHODOLOGY

This research is a quantitative descriptive study that describes an ongoing situation or phenomenon without formulating a hypothesis. The subjects in this study were fourteen students of MAN 2 Kulon Progo, Yogyakarta that is registered as English Club members in the academic year 2018/2019. The data analyzed in this study are the results of the speaking test of the subjects. The data collection techniques used in this study are test and observation. To measure students' speaking skills in taking research data, the authors adapted scoring rubric developed by Jakovist and Gordon. Furthermore, students' speaking skills then assessed using the rubric that had been prepared when they took the final semester exam. During the testing process, the observer added notes about the performance of the students one by one. This note is related to the assessment of the appearance of students in the rubric. It contains important points about the performance of the students both positive and negative in terms of additional data. After all the data has been collected, it is then processed

and described.

3 FINDINGS AND DISCUSSION

Producing good and correct spoken languages are often considered to be one of the most difficult aspects of language learning [7]. In fact, many language learners find it difficult to express themselves in spoken language using the target language. Whereas, speaking is the most important aspect in learning a second or foreign language which the success or failure is measured by the learners' ability to have a conversation using the target language. Furthermore, speaking according to Mulgrave in [8] is a tool to communicate ideas that are compiled and developed according to the needs of the other person. Speaking is an instrument that expresses almost directly to the listener whether the speaker understands or not, both the material of the conversation and the audience when he communicates his ideas. Humans in their nature as social creatures, the most important action for them is a social action, which is an appropriate action that aims to express and exchange experiences, thoughts, express feelings, and approve a conviction or belief [8]. Today, speaking effectively has become the concern of the entire general public. Everybody now becomes so much more aware that we all really need effective speaking skills than ever. Finally, speaking skills are very important, because it is a required skill that is mostly used in communication that supports all aspects of human life. In social life, the ability to speak effectively influences the extent to which our interactions run and how well relationships can be achieved. Even at work or career life, communication skills are one of the main keys to achieving success. For example, a leader needs communication skills to convey information, influence, and direct others to take action. Personally, we also need communication skills to show our talents and abilities. Our personality, self-image, and our ability to express our ideas are all clearly illustrated in our oral speech [9]. Communication brings individuals into groups by classifying general concepts. In addition, creating and preserving the bonds of public interest, creating a unity of symbols that distinguishes it from other groups, and establishes an action. Goh and Burns cited in Ortiz and Cuellar [10] say that "speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural—and a speaker's knowledge and skills have to be activated rapidly in real time". This statement emphasizes that the students need to be involved in more meaningful situations where they can use the target language to build new knowledge, and develop their communicative competence at the same time. In order for communication to run smoothly and effectively and every message delivered can be captured properly by the listener, there are several criteria that must be met. One of the criteria was formulated by Jakobovist and Gordon as cited in [11] which included: (1) information accuracy, (2) relationship between information, (3) accuracy of structure and vocabulary, and (4) fluency, (5) reasonableness of the discourse sequence, and (6) pronunciation style. From those six criteria, then selected which one will be used to evaluate the speaking performance of students. In purpose to evaluate students' speaking abilities, the previous criteria mentioned then modified into a speaking performance scoring rubric format. The following table is a speaking assessment guideline that modified from Jakovits and Gordon's assessment.

TABLE 1
MODIFIED SPEAKING ABILITY ASSESSMENT RUBRIC FROM
JAKOVIST AND GORDON

Grade	Excellent	Very good	Good	Fair	Poor
Aspect					
Pronunciation	Very clear	Clear	Quite clear	Unclear	Unclear with low voice
Word choice	Very polite, unambiguous, not offensive	Polite, unambiguous, not offensive.	Quite polite, a little confusing, not offensive.	Impolite, ambiguous, and offensive.	Rude, ambiguous, and hurt feelings.
Fluency	Speak smoothly, not halting, and placing the pause appropriately.	Speak smoothly, not halting, in appropriate placement of pauses.	Speak smoothly, not halting, but there is no pause.	Speak less smoothly, halting, no pause.	Speak non-fluently, halting, no pause.
Topic mastery	Keep staying on the topic, delivered in excellent order.	Keep staying on the topic, delivered in good order.	Keep staying on the topic but repeating the same things.	Some times out of topic, repeating ideas conveyed.	Having difficulties to get the point of what they want to say.
Attitude	Calm, control the stage well, confidence.	Calm, good stage control, confidence.	Quite calm, enough stage control, A little nervous.	Panic, lack of stage control, a little nervous.	Panic, bad stage control, nervous.

3.1 Research Findings

To identify the tendency of students' speaking abilities, grading is divided into five categories; namely excellent, very good, good, fair, and poor. The analysis result of the English Club members speaking ability through the test conducted showed that the highest score achieved is 76 and the lowest score achieved is 28. The results of the test can be seen in the following table:

TABLE 2
PERCENTAGE OF STUDENTS' GRADES

No.	Total Score	Category	Frequency	Percentage
1	>80	Excellent	0	0%
2	70-79	Very Good	3	21%
3	56-69	Good	1	7%
4	45-55	Fair	6	43%
5	<45	Poor	5	36%
Total			14	100%

The table above shows that 0 students or 0% included in the excellent category, 3 students or 21.43% included in the very good category, 1 student or 7.14% included in the good category, 6 students or 43% included in the fair category, 5 students or 35.71% included in the poor category,

and 5 students or 35.71% included in the poor category. From the results of the assessment, the speaking scores obtained by the students were summarized as shown in the following figure.

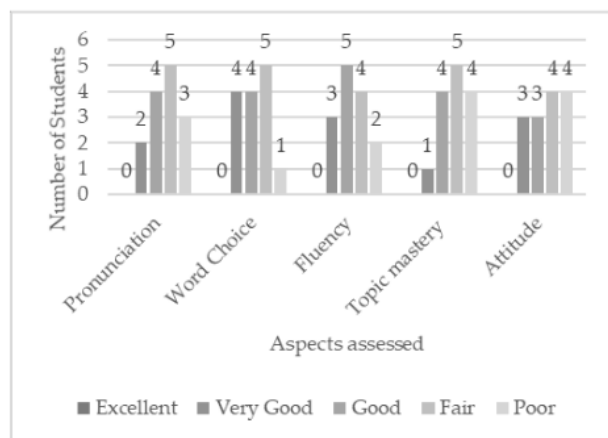


Fig. 1. The result of the students' speaking assessment.

3.2 Discussion

3.2.1 Analysis of the test result

This section describe the detailed scores obtained by students on each criteria proposed. In the chart above, it shows the students' speaking assessment along with the number of the students. The number of the students is indicated on a codomain (the vertical line of the chart), while the aspect assessment is on the domain (the horizontal line of the chart). According to the chart, the students had assessed using five assessment aspects (Pronunciation, Word Choice, Fluency, Topic Mastery, and Attitude). Each aspect has five different category estimates (Excellent, Very Good, Good, Fair, and Poor).

3.2.1.1. Pronunciation

The test results showed that three of fourteen students belong to poor category. They were failed to pronounce the English words they used correctly. Five students were categorized as fair. Only six out of fourteen students have good and very good pronunciation. Although there is none of the students belong to the excellent category, it can be said that the average students' grade in the pronunciation criteria is good.

3.2.1.2 Word choice

According to the chart, eight of fourteen students can speak in words that are right and easy to understand. Four students belong to the very good category; also, four students belong to the good category. The table also showed that five students had an average score for words choice, and one student had a lot of difficulties in this criteria. No students belong to excellent category in the word choice aspect. Thus, it can be said that the average students' grade in the word choice criteria is fair.

3.2.1.3 Fluency

From the chart above, in the Fluency aspect, no student achieved excellent category, but there were three students who got a very good grade in this section. Five students belong to the good category, four students belong to the fair

category, and two students belong to poor category. It can be said that that the average students' grade in Fluency aspect is good.

3.2.1.4 Topic Mastery

It is shown that in this category none of the student got excellent grade. Only one student could master the material well during his performance, so that he is the only one who belongs to very good category. Four students had a good grade, five students got moderate, and four students got a poor grade. In conclusion, it can be said that the students' topic mastery is not good.

3.2.1.5 Attitude

Based on the chart, there is no student who got an excellent result, but three of them got a very good grade in this section. Another three students got a good grade. Four students got a fair grade, and another four students got a poor grade. Thus, it can be said that in this criteria, the average grade of the students is fair. Overall, it can be concluded that all students who are of fourteen people, no one has got an excellent grade. It can be seen from the chart that in the entire categories, no student achieved excellent grade. While the average of five students in each category is in a good grade. Additionally, from the result of the quantitative data analysis, it can be concluded that the students have average good grades in word choice and fluency, but they need improvement in pronunciation, topic mastery, and attitude during the speaking performance.

3.2.2 The observation result

Observation was done to obtain additional supporting data about students' speaking performance during the exam. This additional data is used to support quantitative data that has been previously analyzed to be more valid. The results of the observations will also be presented in five categories that have been formulated beforehand to make them easier to be understood.

3.2.2.1 Pronunciation

The test results showed that three of fourteen students were poor in pronouncing English words correctly. Based on the observations made, some students were still stiff in pronouncing phonemes under proper pronunciation. So the observer had a little difficulty in understanding what was being said. This is in line with Pratolo [12], he states that there are small mistakes such as "mispronunciation" which frequently occur when the students speak in front of the class.

3.2.2.2 Word choice

The words choice they used in explaining their material is considered enough for high school students' level. Eight of fourteen students can speak in words that are right and easy to understand. The use of specific terms has not been shown in the speaking test. For high school students, the term used is still limited to their knowledge and does not impose for more difficult things. However, four students can already use simple expressions, although the other students are still difficult to understand the meaning of the expressions delivered.

3.2.2.3 Fluency

Fluency is the extent to which speakers can speak at an acceptable speed with minimum errors and doubts [13, 14].

People can be said as fluent speakers if they give pauses that may be long but not often during the speech, pauses occur at meaningful transition points, or there are long syllables and words between pauses. Only two out of fourteen students have fluency problems, but most students have been able to use complete sentences to express their thoughts. Some students could improvise long sentences to express the ideas they want to convey even though still limited.

3.2.2.4 Topic mastery

Mastery of the topic of conversation greatly determines one's success in speaking. Mastery of topics that are less likely to affect fluency in speech and inability to speak will greatly affect attitudes and expressions in speech. If a speaker can master the topic well then he already has the power to speak confidently. Mastery of a topic is very important and even a major determinant of success in delivering ideas. Mastery of the topic is closely related to the previous knowledge and experience of the speaker. If the speaker has extensive knowledge and experience, it is certain that he will easily master the topics presented. One of the students successfully performed a very good topic mastery in the exam. He delivered it in good order and in line with the topic discussed. No sentence was out of topic. The other students did not really perform it well since they use note while speaking. It was obviously seen that most of the students were not mastering or understanding their speech very well, but they were more to memorizing than understanding it. Therefore, it became difficult for them to deliver their speech fluently.

3.2.2.5 Attitude

Eight of fourteen students avoided making eye contact with the audience. The observation noted that they also made some unnecessary hand and body movements. Their facial expressions are still a little stiff and have not been able to perform appropriate facial expressions. Furthermore, the students seem to keep thinking of what they want to say next and afraid of making mistakes than express their ideas wholeheartedly. Then, they also seemed to be shy too look at the audience, and their body language showed that they did not feel comfortable.

4 CONCLUSION

The result of the study showed that 0 students (0%) included in the excellent category, 3 students or 21.43% included in the very good category, 1 student or 7.14% included in the good category, 5 students or 35.71% included in the fair category, and 5 students or 35.71% included in the poor category. From the result of the quantitative data analysis, it can be concluded that the students have average good grades in word choice and fluency, but they need improvement in pronunciation, topic mastery, and attitude during the speaking performance. It is expected that further research will work more on the students difficulties in speaking, the students need to improve their speaking skills, and speaking module development based on the students lacks and wants. The writers do hope that the result of this study can be used as material to see the speaking abilities of high school students so that future research can be done in more varied classes. Furthermore, the authors hope for the emergence of teachers' awareness in improving the quality of learning that has been carried out, especially learning materials related to the speaking ability of high school students.

ACKNOWLEDGMENT

The authors would like to show our gratitude to Universitas Ahmad Dahlan for giving us this precious chance to conduct this research. We are also immensely grateful to the head, lecturers and staffs of Magister of English Education Study Program for their comments on an earlier version of the manuscript. We would also like to thank the research participants and stakeholders that we cannot mention one by one for their supports during the research.

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