

LEMBAR PENGESAHAN ARTIKEL ILMIAH

**AN ANALYSIS ON STUDENTS' SPEAKING SKILL
AT SECOND GRADE SMP 8 RAMBAH HILIR**

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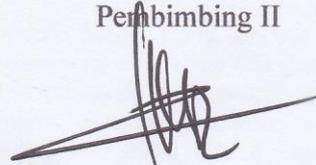
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AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE SMP 8 RAMBAH HILIR

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ABSTRACT

The purpose of this research was to find out students speaking skill. Speaking is one of the some skills among listening, writing, reading. This research used descriptive qualitative research design. where the writer described and analyzed the students' errors in speaking skill. The population of this research was taken from the second grade students' at Smp 8 Rambah Hilir in Rambah Hilir district is about 21 students. Based on the result, the writer concludes that the second grade students' of SMP 8 in Rambah Hilir district year 2014/2015 in speaking were good in speaking skill. The result of the analysis showed that 67% out of 21 students have good speaking ability, 33 % of 21 students had average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking skill is good.

Key Word : *Speaking Skill, descriptive qualitative*

ABSTRACT

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam berbicara. Berbicara adalah salah satu dari beberapa keterampilan di antara mendengarkan, menulis, dan membaca. Penelitian ini adalah Deskriptif kualitatif dan memiliki satu variabel yaitu tentang kesalahan yang dilakukan oleh siswa dalam berbicara. Populasi penelitian ini diambil dari siswa kelas dua di Smp 8 Rambah Hilir di yang berjumlah 21 siswa. Berdasarkan hasil analisis, penulis menyimpulkan bahwa siswa kelas dua 'dari SMP 8 di Rambah Hilir tahun 2014/2015 mempunyai kemampuan yang baik dalam berbicara dalam berbicara. Hasil analisis menunjukkan bahwa 67% dari 21 siswa memiliki kemampuan berbicara yang baik, sedangkan 33% dari 21 siswa memiliki rata-rata kemampuan berbicara yang sedang. Tidak ada siswa dalam kelas ini yang mempunyai kemampuan dibawah rata-rata. Kesimpulannya adalah keterampilan berbicara siswa di SMP 8 Rambah Hilir adalah baik.

Kata kunci: *berbicara, deskriptif kualitatif*

INTRODUCTION

English is an international language. In Indonesia English is very important especially in education and to get the job. For the formal and informal education are very important to get English certificate and get English knowledge.

English has important roles as the communication media. It is also used for challenges of technology, sciences and culture that requires us to learn English deeply. In English education, there are four language skills that need to be mastered by students, listening, speaking, reading, and writing.

Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication.

Therefore, human being will use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intentions, or needs. Therefore, the correct way of speaking will make sure the success of interaction among people.

Junior High School curriculum emphasises the teaching of English integrated through the three language skills. They are speaking, reading, and writing. This curriculum also emphasis that teaching English as foreign language should be based on the communication approach. This approach is based on the teaching of the language as a means of communication.

Based on the interview to the student of SMP 8 Rambah Hilir, students are not interesting study English because they think that English is difficult, especially in speaking. They said that speaking are difficult because in speaking there make grammatical sentence so students were worried if their sentence were not correct. However, this is the problem for Junior high school students, particularly students of Junior High School 8 Rambah Hilir. They might have lack of vocabularies, so they tend to keep silent and even avoided talking or being asked by the teacher.

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They said that English are difficult and very complicated because the material used were not interesting and the material were also difficult to understand by the students. So they felt difficult to create their idea to speak up. The students at SMP 8 Rambah Hilir were still unable to produce English during the English session, only few of them were able to do so. Majority of students cannot speak the language because of satisfactory with language learning among the students and their teachers. Beside that, their knowledge were limited about vocabulary, grammatical, pronunciation, and fluency.

Speaking is one of important elements in studying English. Students have to be able to speak English. To get more details about the concept of speaking, the researcher tries to discuss some definitions of speaking from some experts.

Collie and Slater (2005:8) express their idea about speaking,” Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.”

According to Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced our speaking skill.

Speaking in linguistics term has various definition. In Hornby, speaking means saying something to express ideas and opinion. According to Kushartanti (2005:32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion.

In learning a second or foreign language, speaking is the most important aspect. The success

can be measured through students' or learners' skill in carrying out a conversation and interacting orally in that language. (Nunan, 2000:39). Speaking is very important in our life because without speaking we cannot know what the other talk and speaking also is the way that we use to interaction with the other people.

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skill as Hormaililis (2003 : 6), they are:

- a. Vocabulary
Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003 : 6).
- b. Grammar
Warriner in Ramli (2003 : 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.
- c. Fluency
Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.
- d. Pronunciation
Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000 : 11) says that to use the stress and the intonation inaccurately can cause problem.

Beside that, the five aspect of speaking skill as Pernanda (2009:9) are as bellow:

- a. Grammar
Brown in Pernanda (2009 : 9) grammar is the rule by which put together meaningful an part of a language to communicate messages that are comprehensible.
- b. Vocabulary

Dash (2013 : 68) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

c. Pronunciation

According to Professional Development Service for Teachers (2007: 7) pronunciation refers to the way words are said.

d. Fluency

Longman in Pernanda (2009 : 10) fluency is the quality or condition of being fluent.

e. Comprehension

Longman in Pernanda (2009 : 10) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

Based on the explanation of some theory above, the researcher can conclude that the component of speaking is the important one to be reference for a good speaker.

The component of speaking are grammar, vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speaker should attention of the component to be a good speaker.

According to (Harmer, 2001: 269-270) speakers have to be competent in the speaking skill, those are: language features in which contains 4 points. They are:

- a. *Connected speech* is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contraction and stress patterning).
- b. *Expressive devices* is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
- c. *Grammar and lexis*. People live in different ways, places and environments causing different mind set too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and

disagreement, uprise expression, and etc., so when student have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.

- d. Negotiation language. This is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.

According to Walter in Ulviana (2011) the are four skill to use language appropriately in variety of context. They are as follow

- a. Grammatical competence is a competency that focuses on the accuracy and correctness of using language such as vocabulary, spelling, grammar, pronunciation.
- b. Sociolinguistic competence is a competency that focus on the use of appropriate language in variety social setting.
- c. Discourse competence is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.
- d. Strategic competence is a competency that focuses on the manipulation of language in achieving the communication goals.

Based on the explanation above, the importance of the competence in speaking are as vocabulary, spelling, grammar, pronunciation and communication goals. It means that speakers should pay attention of competence of variety of the context.

In addition Harmer (2001:271) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental/social processing and the rapid processing skill that involves language processing, interaction, and information processing;

- a. Language processing effective speaker needs to be able to process language in their own head and put it into coherent order,

- b. Interaction most speaking involves interaction with one or more participants.
- c. Information processing quit apart from our response to others' feelings, we need also to be able to process the imformation they take us the momen we get it.

Based on the explanation of some theories above, the researcher concludes that speaking skill is very important for students to be learnt. And in speaking we also think about language feature by which people know the use of language such how to modify the sound and how to use appropriate expression.

In teaching speaking, there are many ways of teaching a lecturer can use in class. According to Bailey in Nunan (2003:49) who says that teaching speaking involved providing students with the components of the language in hopes that they would eventually put them all together and speak.

Ur (2000:103) also delivers the idea about five principles for teaching speaking, they are: 1. Be aware of the differences between second language and foreign language learning contexts, 2. Give students practice with both fluency and accuracy, 3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, 4. Plan speaking tasks that involve negotiation for meaning, 5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. (Bailey in Nunan, 2003:54-56)

From the five principles above, the researcher focuses on the principle number 5 in teaching speaking. The researcher improve students' speaking skill through activities in the classroom . By working some exercises that asked by the researcher, it can increase the amount of time that the students get to speak English during class activities.

The use of design classroom activities that involve guidance and practice in both transactional and interactional speaking can make the students easier to develop their idea and to speak in front of the class.

Assessment is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown,2003:4).

Brown (2003:141) states all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance :

a. Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

b. Extensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

In this research, the researcher used extensive category of speaking performance assessment to assess students' speaking skill that correlated to her research. To make it clear about extensive category of speaking performance assessment, Brown (2004:142) explains more about it as stated below.

It includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out altogether.

When conducting this research, the researcher assessed students' speaking skill through oral presentation. The students performed their speaking skill by giving presentation about greeting, getting one's attention, asking opinion giving opinion and responding to one's opinion.

Based on the explanation above, speaking assessment can be done through five categories and each category has scoring range from 1 (the lowest) up to 6 (the highest). The researcher assessed students' speaking skill through oral presentation.

When the students performed the presentation, the researcher use the speaking scoring rubric to help her in assessing them.

METHODOLOGY

This study is a descriptive qualitative. Here, the researcher describes the errors of students speaking skill. Meanwhile, it is said qualitative research because it involves natural setting fundamentally interpretive. Widoyoko (2012) says that qualitative research describes the way things is based on the facts and stated in statement or words form.

This research was conducted at SMP 8 Rambah Hilir. It located on Surau Munai, Rambah Hilir. The time of the research was started from November up to Desember 2014. The research conducted at the second grade students of SMP 8 in Rambah Hilir in Rokan Hulu regency.

The population of this research was the second grade students of SMP 8 Rambah Hilir in 2014 years. The number of population is 21 students. The researcher choose sample from the population. Arikunto (2010 : 175) says that if the subject of population not homogenous enough, so it's can't be the sample.

The research focused at second grade SMP 8 Rambah Hilir. The number of population of the second grade students is 21 persons. So the sample students are 21 students. Arikunto (2010 : 174) say the sampling is a part of population which be the research. It's mean that the sampling is selecting individuallly to be subject. The technique to measure the sample is random sampling. The random sampling is a technique that combine the subject to select the subject In this study, the instruments to get the data from the students speaking skill is oral test (interview) with use mobile phone as a media to analyze and to validity the data. In this test, the researcher ask the students to speak about the topic that is given by the writer. The researcher used video recorder for record students' spoken in form of the class..

In this study, the second instruments to get the data was interview. Interview intends to know what happen during the teaching and learning process and to know about the students problems in speaking skill. Interview was also used to collect the data related to the errors that done by the students. In this instrumens the researcher asked the students about what is the difficulties that the students get from the speaking skill.

The researcher collected the quantitative data by using list of speaking. The students speak about greeting, getting one's attention, asking opinion

giving opinion and responding to one's opinion Then, the researcher analyzed about their speaking. In collected the qualitative data for the research, the researcher collects the data by using student's video recorder. To measure the students skill in speaking and about their difficulties in speaking. Then, the researcher asked them about the factors that make them difficult in speaking.

FINDING

1. The Students' Speaking Skill in Pronunciation

As mentioned in the previous chapter, the speaking assessment applied in this research is based on 2013 curriculum of Junior High School in Indonesia (Ministry of Education and Culture, 2013). In the aspect of pronunciation, 13 students got score 5. Score 5 meant that their pronunciations were almost perfect. There were 8 students got 4 which meant that there were some mistakes in their pronunciations but the mistakes did not interfere the meaning. None of students got 3, 2 and 1.

Table 1
The Students' Speaking Skill in Pronunciation

| Scores | Number of students | Percentage |
|--------|--------------------|------------|
| 5 | 13 | 62% |
| 4 | 8 | 38% |
| 3 | 0 | 0% |
| 2 | 0 | 0% |
| 1 | 0 | 0% |

Table 1 showed that 13 students (62%) got the highest score of pronunciation which is 5. There were eight students (38%) got 4 in t of the pronunciation. There were no students who got below 3, 2 and 1.

Table 2
Students' Speaking Skill in Intonation

| Scores | Number of students | Percentage |
|--------|--------------------|------------|
| 5 | 3 | 14% |
| 4 | 13 | 62% |
| 3 | 5 | 24% |
| 2 | 0 | 0% |
| 1 | 0 | 0% |

Table 2 showed that the students' speaking skill in the aspect of intonation was varied from three to five. There were three students (14%) there were some mistakes in their intonation but the mistakes got score 5, sixteen students (62%) got 4

and five students (24%) got score three for the aspect of intonation.

Table 3
The Students' Speaking Skill in Fluency

| Scores | Number of students | Percentage |
|--------|--------------------|------------|
| 5 | 8 | 38% |
| 4 | 8 | 38% |
| 3 | 3 | 14% |
| 2 | 2 | 10% |
| 1 | 0 | 0% |

Table 3 showed that the students' speaking skill in the aspect of fluency diversified from two to five. There were eight students (38%) got score 5, eight students (38%) got score 4, three students (14%) got score three and two students (10%) got score two for the aspect of fluency.

Table 4
The Students' Speaking Skill in Content

| Scores | Number of students | Percentage |
|--------|--------------------|------------|
| 5 | 21 | 100% |
| 4 | 0 | 0% |
| 3 | 0 | 0% |
| 2 | 0 | 0% |
| 1 | 0 | 0% |

Table 4.4. and diagram 5 show that 21 the students (100%) got highest score which was 5 for the aspect of content. As mentioned in the previous chapter, that the content of the speaking tests were greeting, getting one's attention, asking opinion giving opinion and responding to one's opinion.

Table 5
The Students' Speaking Skill Level

| No | Classification | Score | Frequency | Percentage |
|----|-----------------|--------|-----------|------------|
| 1 | Good | 80-100 | 14 | 67% |
| 2 | Average to Good | 60-80 | 7 | 33% |
| 3 | Poor to average | 40-60 | - | - |
| 4 | Poor | 0-40 | - | - |

The findings showed that three students got 19 and 18, seven students got 17, one student got 16, four students got 15, one student got 14 and two students got 13. It showed that the highest score was 19 and the lowest score was 13. After calculating the mean, it was figured out that the mean was 16.48.

CONCLUSION AND SUGGESTION

Conclusion

This study was intended to answer the research question. Based on the result of the study, here are some conclusions:

1. The students' speaking skill of SMP 8 Rambah Hilir was moderate.
2. The factors that are affecting students speaking skill are the exposure of English, the practice of speaking inside and outside the classroom, the demonstration from the teacher and the student's confidence.

Suggestion

Based on the conclusion above, there are some suggestions that might be helpful for the teacher and the students.

1. The teacher is expected to give more exposures of speaking activity which support the students' speaking skill.
2. The teacher is expected to pay attention on the students' speaking skill and to create speaking activities which enable students to practice their speaking skill.
3. The students are expected to practice their speaking skill inside and outside the classroom to have better speaking skill.

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