AN ANALYSIS ON STUDENTS' EFFORT TO IMPROVE SPEAKING SKILL

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Abstract: The research aimed to find out the kinds of students' effort in improving speaking skill and the aspects of speaking skill that mostly developed by the students. The subject of this research was 69 students in fourth semester of English education study program. The method used in this research is survey method. College students Experiences questionnaire (CSEQ) and the questionnaire of the aspects speaking skill were used as the primary tools of data collection. The data showed that the activities of students' effort were varied. There were 20 college activities recognized as students' efforts. Which included in five activities scale; course learning, art music and theater, campus facilities, personal experiences, and speaking experiences. The aspect of speaking skill mostly developed on students' effort was comprehensibility which the highest scores 72.19 %. So, the fourth semester students used several kinds of effort to improve speaking skill in various college activities scale, and the aspect of speaking skill mostly developed by the students was comprehensibility.
Keywords: students' effort, aspects speaking skill

Abstrak: penelitian ini bertujuan untuk menemukan beberapa jenis usaha mahasiswa dalam meningkatkan keterampilan berbicara dan mengetahui aspek mana pada keterampilan berbicara yang paling berkembang pada mahasiswa. Subjek penelitian ini adalah 69 mahasiswa semester empat program study pendidikan bahasa Inggris, dengan menggunakan metode berupa survey. Alat utama mengumpulkan data pada penelitian ini menggunakan College students Experiences questionnaire (CSEQ) dan kuesioner mengenai aspek-aspek keterampilan berbicara. Hasil penelitian menunjukkan bahwa aktivitas pada usaha mahasiswa dalam meningkatkan keterampilan berbicara adalah bervariasi, antara lain ada 20 jenis aktivitas kampus dalam meningkatkan keterampilan berbicara, yang termasuk dalam lima skala aktivitas meliputi; akivitas pembelajaran, aktivitas dalam seni musik dan drama, aktivitas pemanfaatan fasilitas kampus, aktivitas pemanfaatan pengalaman pribadi, dan aktivitas pemanfaatan pengalaman dalam berbicara. Adapun aspek keterampilan berbicara yang paling berkembang pada usaha mahasiwa adalah aspek pemahaman dengan skor tertinggi sebesar 72.19 %. Jadi, mahasiswa semester empat menggunakan beberapa jenis usaha dalam meningkatkan kemampuan berbicara pada beragam aktivitas kampus, dan aspek berbicara yang paling berkembang pada mahasiwa itu adalah aspek pemahaman.
Kata kunci: usaha siswa, aspek keterampilan berbicara

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, body language or writen. In education field, English communication has one of the stakeholders to support the learning process. English oral communication is not easy for foreign language students who seldom used it in their society.Foreign language learning is more complex concept than simply mastering new information and knowledge because it involves variations of personality traits and social components. Additionaly, In human interaction, numerous attemps have been made to classify the functions of speaking. Cited in Richards (2008) Brown and Yule made a useful distinction between two function of speaking, the first one is interaction functions of speaking, in which it serves to determine and maintain social relations, and the second function is transactional functions, which focus on the exchange of information. Richards (2008) expanded the functions of speaking into three-parts version framework of speaking functions. They are: talk as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite different in terms of form and function.

Meanwhile, in foreign language learning motivation has been widely acknowledged and recognized by researchers, teachers, and students as one of the key factors that influence the rate, continuality and success of learning. Dornyei (2005) said that motivation in language learning is one of the key factors that determine foreign language achievement and attainment. Besides, motivation has some concepts of perspective put forward by researchers. Lucas, Pulido, Miraflores, Ignacio, Tocay, and Lao (2010) simply defined motivation as the individual's attities, desires, and efforts. Then, Gardner (in Su & Wang 2009) emphasizes that the motivation constructed the primary factor to influence students on English learning. Motivation for language learning can not only include goal orientation but the combination of effort, desire to achieve the goal of learning the language andattitudes toward learning the language. In other word that motivation doesn't only exist in the form of cause of learning, but also the goal, achievement and satisfaction that is reached by conducting the learning activity.

In the process of the learning activities, every student has different efforts in learning English and it would give different progress, because it held in different ways, experiences and facilities, and it represent the condition of the students in the class today that they were tend to be passive in learning process. Therefore, students need specific effort to support and to improve their skill in learning English especially students in English education study program.The activities of students' effort could be done in everywhere; in school or neighbourhoods. The students' effort is the motivation process of actions and goals design to achieve their need. Effort is a kind of behavior activities in learning process. Effort rises from the motivation process. According to Schunk, Pintrich & Meece (2008, p. 4) stated that "motivation is a process rather than a product. As process we do not observe motivation directly but rather we infer it from actions (e.g., choice of tasks, effort, and persistence)". Motivation provided a direction and intensity to achieve the goals.

Besides, physical effort refers to an action which visiable for activities. Stuart Biddle and Mutrie (2008, p.178) "Physical effort might be required, like in exercise classes". Also according to Cohen, Susan J. Weaver, and Tao-Yuan Li (1996) that learners allow to control their learning process in coordinate their efforts to plan, organize, and evaluate target language performance.In expectancy theory, effort has a performance to fulfil the goals of the learning process. Expectancy is belief that one's effort will result in achievement of desired performance goals. It usually based on individuals' experiences, self-confidence (self-efficacy) of standard performance.Self

efficacy beliefs that predictive of measure students' effort rate of performance (Zimmerman, 2000). In other word, the expectancy is refers efforts to performance, if the students do the maximum effort, it will make the performance better.

Students' effort in learning activities refers to the action of the behaviour that students' do in improving their skill. According to Pace (1998) stated in Pass (2013, p.44) that "quality of student effort is defined as how much voluntary behaviour or personal investment a student makes for their education. It has been examined as how often students carry out learning activities, such as taking detailed notes during class." Students adapt to improve their understanding. Therefore, "effort is allocated to learning activities" pass (2013, p.45), and the students have a chance higher level of mastery may be achieved. Stated in Pass (2013) that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity.

Moreover, according to Pace and Kuh, (1998) stated in Pass (2013) that the frequency oflearning activitiescompleted by students was measured using questions modified from ones included on theCollege Student Experiences Questionnaire (CSEQ). It the questions that ask students to report the activities and reflect on their experience in which they engaged during learning process. The CSEQ divided into three categories scale; one of them is activities scales. In this research, the activities scales were include seven scales that measure quality of effort, they were library experiences, course learning, art music and theatre, campus facilities, clubs and organization, personal experiences, and speaking experiences. In brief, the questions refer to quality of effort on intensity frequent how often learning activities engage with the students to improve their skill especially speaking skill.

Speaking skill is one of manner interaction with people in social community. According to Harmer (2001) and Gower (1995, p.99-100) note down that from the communicative point of view, speaking has many different aspects that including in two major categories: accuracy is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Fluency considered being the ability to keep going when speaking spontaneously. Moreover, accuracy is ability to produce correct sentences using correct grammar and vocabulary, and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand and respond the language clearly and concisely while relating meaning and context.

Besides that, According to Heaton (1998, p.100), there are four components in speaking skill. The components are fluency, vocabulary, accuracy, and comprehensibility. The signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore,Fluencyis the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches. Then, according to Schmitt, Schmitt and Clapham (2001) in Coombe (2010, p.113) vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it. It also means the appropriate diction which is used in communication. Without vocabulary, learners cannot communicate effectively or express their ideas through speaking.

Further, according to Nation (2008, p.55) accuracy is the extent to which students' speech matches what people actually say when they use the target language. Here, accuracy concerns to a matter of grammatical productivity of a speech that is performed by a speaker. And also Comprehensibility is generally intelligible; oral or written language that is easily understood. Comprehensibility is considered an

element of language control. Lack of language control is show as errors in speech or writing that generally block comprehensibility. It means that comprehensibility is related to how understandable the speech of the speaker is. In other word, the lower comprehensibility of a speech it's more difficult the speech to understand

METHOD

The method applied in this research is survey study. The survey study is concern on investigate the studentslanguage learning process. Additionally, according to Brown (2001) stated in Mckay (2006) that survey study is gathering data on the characteristics and views of informants about the nature of language or language learning through the use of written questionnaires. It means that the survey study informants the actual condition about the person or a group learning process. The survey is provided based on the data during the research in order to answer this research questions. The writer has intention on analyzing the kinds of students' effort in improving speaking and the aspects of speaking skill that mostly developed by a group of students. Therefore, survey study is appropriate applied in this research.

The subject of this research was the fourth semester students of English Education Study Program of Tanjungpura University Pontianak in academic year 2013/2014. The primary data was the questionnaires; CSEQ (college student experiences questionnaire) and the aspects of speaking skill questionnaire. These questionnaires contain the list of statements of activity which used to identify the quality of effort in students' activities and the aspect of speaking skill that mostly developed. It used Likert scale to measure the intensity of students' activities and the dominant aspect of speaking skill in improving their speaking skill.

The writer concern on the activities of the students' effort, which modified become seven college activities scales.

Table 1
Table of Specification of College Activities Questionnaire

No	Collage Activities Scale
1.	Library activities
2.	Course learning
3.	Art, music and theatre
4.	Campus facilities
5.	Club and organization
6.	Personal experiences
7.	Speaking experiences

*Adapted from Siegel (2001), the college student experiences questionnaire (CSEQ)

Moreover, this research also concern on the aspects of speaking skill which aspect that mostly developed. The questionnaire covered four aspects of speaking.

Table 2
Table of Specification of Aspects Speaking Skill

No	Aspects of Speaking Skill
1.	Fluency (7 items)
2.	Vocabulary (5 items)
3.	Accuracy (5 items)
4.	Comprehensibility (4 items)

*Adapted from Merry (1983) in Afsari (2009:27) and Anonymous (2008)

RESEARCH FINDINGS AND DISCUSSION

After analyzing the students' response, the writer found the answer of these research questions. There were two major questions in this research; the first one was about to find the kinds of students' effort to improve speaking skill. The second one was about to know the aspect of speaking skill that mostly developed by the students. The first finding was the kinds of students' effort refer to the college activities that students' often engaged to improve their speaking skill. The finding was collected from the questionnaire which consists of 40 statements of college activities that are divided into seven different activities scales; library activities, course learning, art music and theatre, campus facilities, club and organization, personal experiences, and speaking experiences.

The frequency of the activities can be seen by recognizing the mean score. There are two level of effort; low effort and high effort. By seeing the mean score of each statement of the college activities scale, it can indicate whether is high or low as students' effort. The results were listed below.

a. Library Experiences

There were four activities in this scale, all of them categorized as low effort. They were; used the library as a quite place to speak, to read or to study that you bought with. Found some learning English websites while browsing in the library. Used an index or database (computer, card catalog, etc) to find speaking material. Made a judgment about the quality of information obtained from the library websites or other resources.

b. Course learning

There were nine of eleven activities which categorized as high effort. They were completed the assigned speaking for class. Took detailed note during class. Tried to see how different facts and ideas fit together. Summarized major points and information from your class note. Worked on a class assignment, project, or presentation with others students. Applied material learned in a class to other areas (your job or internship, other courses, relationship with friends, family, co-worker, etc).Used information or experience from other areas of your life (job, internship, interaction with other) in class discussions or assignments. Tried to explain material from a course to someone else (another student, friend, co-worker, family member). Worked on a group discussion or a project speech where you had to integrate ideas from various sources. Meanwhile, there were two activities which categorized as low effort; Contributed to class discussion. Developed a role play, case study or simulation for a class.

c. Art, music and theatre:

There were three of seven activities which categorized as high effort. They were; talked about art (painting, sculpture, artists, etc) or the theater (plays, musicals, dance, etc) with other students, friends, or family members. Talked about music or musicians (traditional and modern) with other students, friends, or family members. Discussed the opinions of art, music, or drama critics. Meanwhile, four of these activities categorize as low effort; went to an art exhibit/gallery or a play, dance, or other drama performance, on or off the campus. Participated in some art activity (painting, pottery, drawing) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc), on or off the campus. Attended a concert or other music event, on or off the campus. Participated in some music activity (orchestra, chorus, dance, etc) on or off the campus.

d. Campus facilities

There was one of four activities categorized as high effort. It was; met other students at some campus locations like hall, canteen, secretariat organization (HIMA) for a discussion. Meanwhile, three of these activities were categorized as low effort; Went to a lecture seminar, workshop. Used a campus learning lab, BCLC (British Center of Learning Center), AMCOR (American Corner) as places to improve speaking skill. Followed a regular program of English speaking communication.

e. Clubs and organization.

There were five activities in this scale, but all of them categorized as low effort. They were; attended a meeting of a campus club, organization, or student government group. Worked on a campus committee like AIESEC, English student organization (ESA), or project (publications, student government, special event, etc). Worked on an off-campus committee, organization like KEY (Khatulistiwa English Youth) or project (civic group, religion group, community event, etc). Met with a faculty member or staff advisor to discuss the activities of a group or organization. Managed or provided leadership discussion/ speech for a club or organization, on or off the campus.

f. Personal experiences.

There were three of five activities categorized as high effort. They were; discussed with another student, friend, or family member why some people get smoothly speaking and others do not. Identified with a character in a book, movie, or television show. Asked a friend to tell you what he or she really thought about your speech or role play. Meanwhile, there were two activities categorized as low effort; Taken a test to measure your speaking abilities. Talked with an academic advisor about your personal concern in speaking English.

g. Speaking Experiences.

There were four activities in this scale, and all of them categorized as high effort. They were; used dictionary or thesaurus to look up the proper meaning of words. Though about grammar, sentence structure, word choice, and sequence of ideas or point as you were speaking. Asked other people to listen when you speak to see if it was clear to them. Asked an instructor or stuff member for advice and help to improve your speaking.

The complete data showed that there were twenty kinds of activities that students have done as effort in their learning process. This just included on five college activities scales as follows. The first was course learning; they were completed the assigned speaking for class. Took detailed note during class. Tried to see how different facts and ideas fit together. Summarized major points and information from your class note. Worked on a class assignment, project, or

presentation with others students. Applied material learned in a class to other areas (your job or internship, other courses, relationship with friends, family, co-worker, etc). Used information or experience from other areas of your life (job, internship, interaction with other) in class discussions or assignments. Tried to explain material from a course to someone else (another student, friend, co-worker, family member). Worked on a group discussion or a project speech where you had to integrate ideas from various sources.

The second was Art, music and theatre: they were talked about art (painting, sculpture, artists, etc) or the theater (plays, musicals, dance, etc) with other students, friends, or family members. They talked about music (traditional and modern) or musician with other students, friends, or family members. They discussed the opinions of art, music, or drama critics. The third was campus facilities; there wasmet other students at some campus location like hall, canteen, secretariat organization (HIMA) for a discussion. The fourth was personal experiences;they were discussed with another student, friend, or family member why some people get smoothly speaking and others do not. They identified a character in a book, movie, or television show. Asked a friend to tell you what he or she really thought about your speech or role play.The fifth was speaking Experiences; they were used dictionary or thesaurus to look up the proper meaning of words. Though about grammar, sentence structure, word choice, and sequence of ideas or point as you were speaking. They asked other people to listen when you are speaking to see if it was clear to them. Asked an instructor or stuff member for advice and help to improve your speaking.

Based on the result of data analysis, it can be seen that the students' effort on the fourth semester of English education study program to improve speaking skill were varied. There are specific effort that students used as their frequently activities to improve speaking skill. Cohen, Susan J. Weaver, and Tao-Yuan Li (1996) stated that learners allow controlling their learning process in coordinate their efforts to plan, organize, and evaluate target language performance. Therefore, the activities would help students to solve their problem that they get in speaking such as tend to be quite, having many pauses, lack of vocabulary, inaccurate pronunciation, and misunderstanding about the information. Effort is the students' action of self-regulated by controlling the activities that they want to do in improving speaking skill.

Meanwhile, the second finding of this research was about the dominant aspects of speaking skill that mostly developed by the fourth semester students. In the aspect of speaking skill questionnaire that include on four aspects of speaking skill they are fluency, vocabulary, accuracy, and comprehensibility. It covered the students' activities on speaking skill such as the students having clear intonation in conversation, using idiom as vocabulary, speaking with correct grammar and spelling, and talking to other speakers and understand what they said. The data has been calculated with percentage of each aspect. The result showed that there were 63.04% in accuracy, 58.19% in vocabulary, 62.17% in fluency and 72.19% in comprehensibility. It will be more clearly to see which one of the aspects of speaking skill mostly developed by the students is by seeing the pie chart below:

Figure 1
Percentage the Aspects of Speaking Skill Mostly Developed by the Students
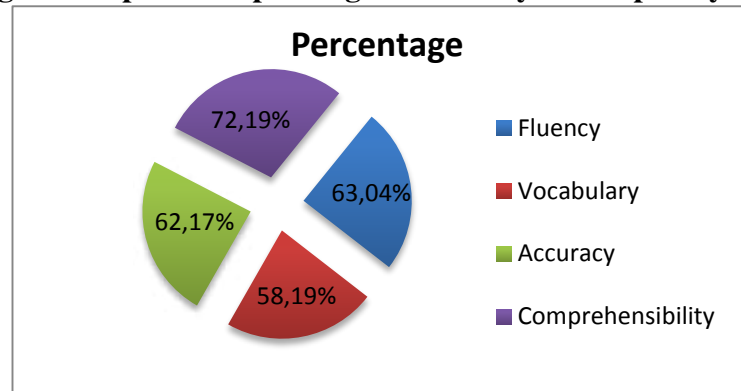
Thus, the finding of the second question of this research reports that the most dominant of aspect speaking skill developed by fourth semester students 2013/2014 fell on comprehensibility. The comprehensibility is related to how understandable the speech of the speaker. It applied beyond the students' effort on learning process in speaking skill. It related to the expectancy theory in which "the relationship between effort and performance is known as the E-P linkage"(Isaac, 2001). The expectancy component of expectancy theory is the belief that one's effort (E), will give the expected performance (P) goal" (Scholl, 2002).

Overall, the complete result and finding of this research has proven that fourth semester students of English education study program in academic year 2013/2014 of Tanjungpura University deal with some certain efforts, there were 20 kinds of effort that students do to improve speaking skill, and comprehensibility as one of the aspect of speaking kill which mostly developed by the students which has the highest score 72.19%. This revealed the fact that there is a need for students to get further learning to imply the aspect of speaking in the communication correctly in order to enhance the speaking skill in the future. It will also provide a better chance for the next generation of the students to get more clear ideas of their effort in learning process, especially for students who learn English as proficiency.

CONCLUSION AND SUGGESTIONS

Regarding the research findings it can be concluded that the fourth semester students of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University Pontianak in academic year 2013/2014 used several kinds of effort that they often do to improve speaking skill in various college activities scale, and the aspect of speaking skill that mostly developed by the students is comprehensibility. The kinds of students' effort done by students that included on five of seven college activities scale were course learning, art music and theatre, campus facilities, personal experiences, and speaking experiences. The five activities scale covered twenty kinds of effort which varied in learning process to improve speaking skill. The students prefer do the activities in course learning rather than used library as learning facilities. Moreover, the students also prefer do the discussion and ask the other students to give any comment and correction in speaking performance rather than join with English project and talk to the academic advisor about their concern on speaking. The aspects of speaking skill mostly developed by the students showed clearly from the data percentage there were 63.04% in accuracy, 58.19% in vocabulary, 62.17% in fluency and 72.19% in comprehensibility. It is indicated that

the fourth semester students of English Education Study program are mostly used their understanding in speaking process rather than other aspects which are the fluency, accuracy and vocabulary or the word choice.

Furthermore, the findings of this research come up with some suggestions for students who want to improve their speaking skill, they are; (a) the students who have less effort should motivate themselves to have more effort in improving speaking skill. (b) The students have to persist toward their efforts in achieving goals. Other researchers could use this research as a reference to conduct relevance research. (c) The faculty should provide learning facilities to support the students' effort in improving speaking skill. (d) The teacher or lecturers should create the good learning and teaching atmosphere to help students having more effort in improving the skill. It is used to maximize and to achieve the goal of each subject as soon as possible with provided facilities.

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