



Students English Speaking Ability: Senior High School



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Abstract

This Study is intended to assess students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok which includes; the categories of students' English speaking ability, the problems are experienced by students when they speak English and factors affect students' English speaking ability. The data was collected through audio and video recording of students' group discussions and depth interviews with the headmaster, English teachers, language advisors and students. The data was analyzed using descriptive qualitative and quantitative method. The results of this study are; first, the categories of students' English speaking ability are 86.8 % students in high, 11.2 % student medium and 2.8 % in the low category. Second, the problems are experienced by students when they speak English are; difficult to begin, vocabularies mastering, pronunciation, and grammatically, and third, factors affect students' English speaking ability are; environment, learning method, control, language rules, rewards, and punishments.

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1. Introduction

In this globalization era, English is very important because of it as an international language. In our life, we find many things and tools use English as the operational language, as a consequence everybody should understand and master English as one of the most important languages in the world. Speaking is one of the aspects of English language skills for our daily communication when interacting with the other; our partner will think we are good in a foreign language if we speak fluently. They do not know our ability in reading and writing, but they directly judge that we are good in a foreign language if we can use it fluently in daily communication.

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Nowadays, many factories and institution require TOEFL score for staff recruitment. So, English is necessary for everybody to master. There are four skills in English which consist of listening, writing, reading and speaking skills. In many factories, English language as the principal factor that must be possessed by the employer, especially in speaking skill of English language. Because in interacting with the other factories especially for factories from abroad, surely English speaking skill as one of the important factors in running the meeting and make a deal.

Cristal (2003) stated that English is the dominant language spoken by many people around the world because it is the lingua franca used for international communication to all aspects of human life such as economics, culture, business, politics, administration, science and academia. In Indonesia, English as a foreign language, a variety of language in Indonesia sometimes brings effect in mastering English, because they have to study their mother tongue and then study the national language (Indonesian) afterward study about foreign language especially English.

All regions in Indonesia have own language, consist of; Java has Javanese language, Madura has the Madurese language, and Lombok has Sasak language, etc. In each region in daily communication, the societies do not use their National Language (Indonesian) in spoken but use local language. They use the Indonesian language when they communicate in a formal situation. And also in family life, just some families use the Indonesian language as daily communication. Therefore, children who live in the family use local language in daily communication rather than Indonesian.

Talking about teaching and learning in the classroom, especially for English subject as one of the most difficult subject, to facilitate the students to understand about English, the teachers should make good teaching plan which is applied in the classroom. Many students have a problem especially in learning English. They get bored, because of many things, such as they assume the material is very difficult and sometimes the method that the teachers use is not appropriate for the material and the students' basic ability. Thus, they get difficult to understand English.

One of the skills which are taught is speaking; Florez (1999) stated that Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. So speaking happens between speaker and hearer in the process to deliver the idea and give the feedback. The areas of speaking include; who is speaking? Where does the speaking happen? And what is the topic?.

Related to the areas of speaking the environment is one of the important aspects which support the language application, environment as a place for them to practice and apply the material which is gotten from school (classroom) especially for English speaking material. In the classroom, they just interact four or five hours, but in their environment, they can interact twenty-four hours with the user of English. Therefore, the good environment can support developing students' English speaking ability.

Furthermore, another factor which affects English speaking ability is the place where students study. Many people have assumed that studying in private schools under Islamic Boarding School Foundation (Yayasan Pondok Pesantren) make students difficult to study English. Because they are very close with politeness and religion, less facility for studying English, avoiding interaction with west people, very close with northern culture and little attention in English.

Regarding the assumptions above, many Islamic Boarding Schools Foundations in Lombok have managed themselves with complete guidance. Such as Syaikh Zainuddin NW Anjani Islamic Boarding School Foundation, Yanmu NW Praya Islamic Boarding School Foundation, Ulul Albab NW Gegek Islamic Boarding School Foundation, Darul Lutfiyah Murni NW Aik Lomak Islamic Boarding School Foundation, Nurul Haramain Narmada Islamic Boarding School Foundation, Nurul Hakim Kediri Islamic Boarding School, and Al-Aziziyah Islamic boarding School Foundation.

Those foundations above have provided a dormitory for their students; the students must stay in the dormitory twenty-four hours. In the dormitory, they study the science of Islamic religion and general knowledge such as mastery of foreign language. In the dormitory, they apply English and Arabic as daily communication. Although all students stay in the dormitory twenty-four hours to study about the science of Islamic religion and foreign language, in reality, there are many problems happen especially in mastering and applying foreign language as daily communication in the dormitory. The possible problems are 1) the students have different background of English speaking so the language advisors have difficulty in classifying them, 2) students are not able to get the target for mastering English speaking based on the time target, 3) when they speak English, their pronunciation is still the same with their local language, 4) they do not have handbook for English speaking which appropriates with their need, 5) at least language advisors stay in the dormitory, so the control of using language does not run,

6) the weak of regulation maintenance of applying language and giving punishment for student who break the rules.

To solve the problems above, the chief of institution and language advisors have formed some solutions to solve those problems. There are; 1) giving language guiding to students in the afternoon and after early morning prayer, 2) giving the students books and references to increase their speaking ability, 3) making the rules in applying English speaking and give punishments for students who break the rules, and 4) inviting native speakers to come to the dormitory to give language training to the students. Although they have done some solutions above, there are many weaknesses in applying English speaking. Examples; 1) the students are still unconfident to speak English, they are shy when they speak, 2) the students' pronunciation like when they speak use their native language, and 3) they are not consistent to speak English.

Based on the reality above, this study is important to do in an Islamic boarding school foundation in East Lombok; this study took place at Syaikh Zainuddin NW Anjani Islamic Boarding School Foundation to Assess Students' English speaking ability in Syaikh Zainuddin Islamic Senior High School.

Having discussed a variety of issues above, this study assessed there points below:

1. The extent of students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok
2. The problems were experienced by students at Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok when they speak English
3. factors affected students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok

Speaking Ability

For most people the ability to speak is similar from knowing the language itself and speaking in second or foreign language has been viewed as the most demanding among four language skills, but what specifically makes speaking in second or foreign language difficult? Brown in Celce Murcia (2001: 103) mentioned some features that make speaking as the most challenging skill than other skills. To start, the fluent speech contains reduce forms, such as contraction, vowel reduction, and elision so that learners who are not exposed to or do not get sufficient practice with reducing speech will retain rather formal sounding forms.

Students must also acquire the stress, rhythm, and intonation of English, a complicated task for many English beginner students. Perhaps they are the most difficult aspect of spoken English for most students because it can only be accomplished via interaction with other speakers. The amount of student's vocabulary is also determining the speaking skill of students. Without sufficient amount of vocabulary, the English students get difficulty in communicating and expressing their idea and feeling using English as a foreign language. The student's knowledge and mastery of English grammar are also having a role in determining the correctness of the student's speaking ability. The message or idea that they convey to the addresses will be interpreted wrongly without good and correct grammar. Informal education, the formal form of English is always used, and it needs a good mastery of English grammar.

These are many reasons why some of us were shock and disappointed when we used our foreign language for the first time in real interaction, we had not been prepared for spontaneous communication and could not cope with all of its demands because speaking is an activity which requires the integration of many subsystems. All factors which are needed for speaking will be combined to make speaking as a foreign language formidable task for language learners. So, for many people, speaking is seen as the central ability.

In deciding how to structure and what to teach in speaking class, questions should be considered as follows: Who are the student? Why are they there? What do they expect to learn? And what am I expect to teach? One basic consideration is the level of the students and their perceived needs. Level may be determined by a placement test administered by the institution or given by the teacher. Information on learners could be obtained using students' information sheet. With low-level students, the teacher may need to find the speakers first language to help him or she get information on student's experience, educational background, and needs. It will be important to choose and arrange material and activities in speaking class to improve students' English speaking ability.

Nowadays, English speaking ability classes at all levels are often structured around functional uses of language. In a non-academic context, these might involve basic greeting, talking on the telephone, interacting with the school friends, shopping, etc. Meanwhile, in the academic or formal situation, the use of English as

foreign language is done in forms of taking part in discussion, making a speech and giving oral report in front of the audiences.

Assessment of Speaking Ability

This study used Speaking assessments by [Moedjito \(2009\)](#) as guidance to know what extent the students' speaking ability. There are; Intelligibility, Grammar Accuracy, Vocabulary Choice, Fluency and pronunciation accuracy.

Table; Speaking Assessments

No	Components	Level	Criteria of Ability Description
1	Intelligibility		<i>Intelligibility refers to the property of a speaker which can be understood with little or no conscious effort on the part of listener</i>
		1	<i>Not intelligible at all; great listener effort is required</i>
		2	<i>Little intelligible; many listener efforts are required</i>
		3	<i>Reasonably intelligible; some listener effort is required</i>
		4	<i>Largely intelligible; little listener effort is required</i>
		5	<i>Almost full intelligible; almost no listener effort is required</i>
2	Grammar Accuracy		<i>Grammatical accuracy refers to the ability to use grammatical structures properly</i>
		1	<i>A great number of grammatical errors are present</i>
		2	<i>Many grammatical errors are present</i>
		3	<i>Some grammatical errors are present</i>
		4	<i>Few grammatical errors are present</i>
		5	<i>Almost no grammatical errors are present</i>
3	Vocabulary Choice		<i>Vocabulary choice refers to the ability to use accurate vocabularies properly</i>
		1	<i>A great number of vocabularies error are present</i>
		2	<i>Many vocabularies error are present</i>
		3	<i>Some vocabularies error are present</i>
		4	<i>Few vocabularies error are present</i>
		5	<i>Almost no vocabularies error are present</i>
4	Fluency		<i>Fluency refers to the property of a person that delivers information smoothly and effortlessly</i>
		1	<i>A great number of pauses and corrections occur</i>
		2	<i>Many pauses and corrections occur</i>
		3	<i>Some pauses and corrections occur</i>
		4	<i>Few pauses and corrections occur</i>
		5	<i>Almost no pauses and corrections occur</i>
5	Pronunciation		<i>Sound accuracy refers to the ability to produce individual sounds (Consonant and Vowels) properly</i>
		1	<i>A great number of mispronunciations are present.</i>
		2	<i>Many mispronunciations are present.</i>
		3	<i>Some mispronunciations are present.</i>
		4	<i>Few mispronunciations are present.</i>
		5	<i>Almost no mispronunciations are present.</i>
		6	<i>no mispronunciations are present.</i>

[Moedjito \(2009: 15\).](#)

2. Research Methods

This study used Descriptive Qualitative and Quantitative research design, to assess students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani in East Lombok. Descriptive Quantitative Research design aims to know the problems which are experienced by students when they speak English and to know what factors affect students' English speaking ability. Whereas Quantitative Research design aims to know what extent students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok.

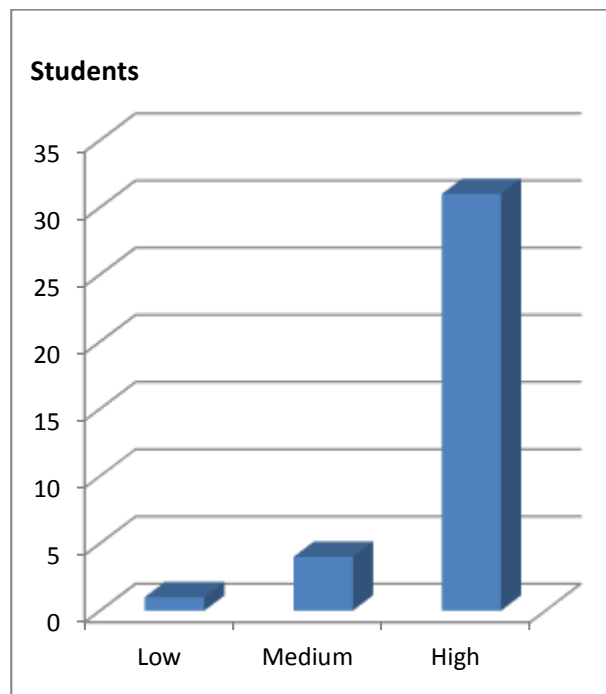
The Qualitative descriptive data was gotten by using dept interview with the headmaster, English language advisors in the dormitory, English teacher in the school and students to know the problems which are experienced by students when they speak English and factors affect students' English speaking ability. The quantitative data was gotten by using group discussion; students took as samples were 36 students. Those students divided into six groups; one group consisting of six students. There were six topics discussion were prepared; each group got one topic. That topic was presented in the form of their friend, after discussion finish, students could give question, addition and rebut. To know the extent of students' English speaking ability, this study used Speaking assessments by Moedjito (2009) using speaking components (intelligibility, grammar accuracy, Vocabulary choice, fluency and pronunciation accuracy). The score took to seeing individual ability.

3. Results and Analysis

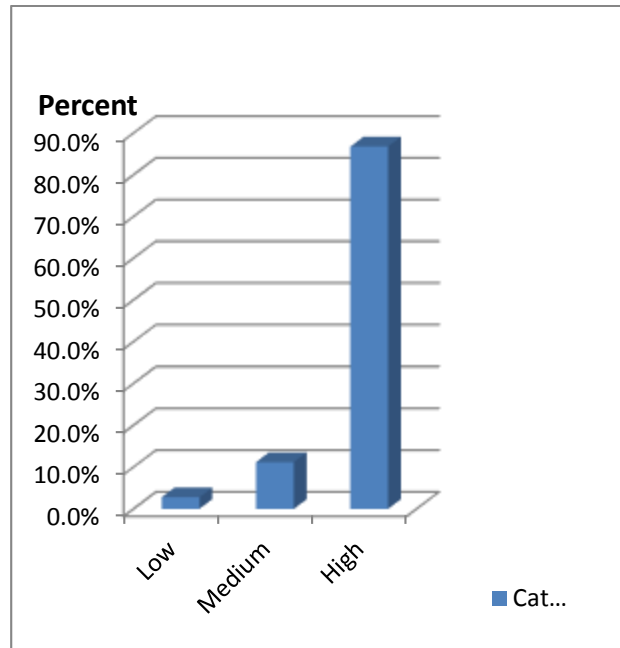
3.1 English Speaking Ability

From the data, the higher score of students score is 29, and a lower score is 20. The extents of students' English speaking ability are; the High category is students got score 26-29, the Medium category is students got score 23-25, and the Low category is students get a score under 23. Total of students in each category are; high category are 31 students, those are same with 86.8 %, medium category are four students, those are the same with 11.2 % and the low category is one student, that is a same meaning with 2.8 %.

Diagram; Total of students and category



Diagram; Category and percent of students



3.2 Speaking Problems

There are some speaking problems which are experienced by students when they speak English, consist of:

a. *Difficult to begin*

At the first time students fell very hard to try the English language, they fell their mouth is very hard to mention English. This condition is very difficult for students especially for students who feel English still unfamiliar for them. Students are afraid to speak, because in their mind they make a mistake when they speak English, so that way, in this condition students, are shy to try to speak English. In the condition above, here is the job of language advisor, to lead and give students stimulation, motivation and lead them to speak English.

b. *Vocabulary mastering*

After students have good metal try to speak English, the next problems are vocabularies; fewer vocabularies which are mastered by students can be a problem when they try to speak English. It makes students get pauses when English speaking is running. So that way, everyday language advisors give students vocabularies five until ten to memorize. And the student must bring a small book wherever and whenever. Students must write some vocabularies that they do not know in English. They write in Indonesia and later they must look for in English and then they have to memorize them.

c. *Pronunciation*

Pronunciation is related to students' ability in listening. When the language advisors teach them about English of the words and how to pronounce them, of course, they can follow it. But if they find new words and students never listens how to pronounce them, surely it makes them be confused.

d. *Grammatically*

After students run to speak English, have mastered some vocabularies and can pronounce the words, one problem comes to students' mind. That is; grammatically. Students sometimes are not confident about their sentences when they speak English. In their mind, they doubt that their sentences are right and wrong. That is they fell in their mind.

3.3 Contribution of Factors

There are some factors affected students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani, consist of:

a. *Environment*

The environment is one of the important aspects of supporting students' English speaking ability because in environment students can practice and apply their knowledge and understanding, especially for English

speaking ability. So, environment as an area for practicing, we know language is not only about the theory but also practice. Sometimes although students have understood about language material, they never practice it, it will be easy lost from students' mind. In Syaikh Zainuddin Islamic Senior High School NW Anjani, it's environment was made like western are, uses English as daily communication. All students must stay in the dormitory and must follow all the program, especially for language program and students, are controlled by language advisors. So students can practice their English every day.

b. *Learning Method*

Although environment support to apply English as daily communication, learning method is one of the keys to success. From learning students get much knowledge, they understand and master all of English materials. In learning, it needs appropriate method related to the situation and condition in the environment. The appropriate method makes students easy to master English speaking based on the limited time that was given. Based on the Head Master said; in learning, not only prepare about the method that would be used but also have to prepare the teacher. We have to prepare language advisors who have good quality in English. Because they will teach and control students' English speaking and they will stay in the dormitory 24 hours with students.

In the dormitory, the jobs of language advisors are; teach students English, lead them to speak English, control students to speak English and give them punishments if there is student break the language rules. Firstly, especially for new students, when they speak English they can combine with Indonesia in one sentence because there are still new and they do not have many vocabularies because English is still difficult for them. But for new students who fell English is usual for them, they must speak English fully. And for second and third class or senior students, they must speak English fully, because if they speak Indonesia they will get punishments.

To manage between senior students and junior students, language advisors give responsibility for senior students, senior students here; students from a second and third class that have good ability in English speaking. Usually, one senior student has two or three junior students (new students). He/she must responsibility to lead and teach them to speak English. They always study and play together until they sleep together. Every day, in the dormitory learning, language advisors give students five until ten vocabularies in the morning especially for new students to memorize and at night after getting dinner, they must report those vocabularies to their language advisor. If their language advisors are busy, language advisors ask senior students to listen to junior students memorizing vocabularies. When they report vocabularies, language advisor or senior students directly ask junior students to make sentences using vocabularies that they memorized.

Learning English in the dormitory by language advisors is started at midnight because of students weak up at 03.30 Am. After that, they study the English language until early morning prayer, and then after praying study again until 06.00 Am. In the morning they study like usual to follow government curriculum. In the afternoon, they study English again until maghrib prayer and after praying continue to study English until 08.30 Pm. After getting dinner, they report vocabularies that they memorize to their language advisors and after that study again about English until 10.30 Pm.

The Head Master said; English as daily communication in Syaikh Zainuddin Islamic Senior High School, so before we start this school, we obligated all the teacher who will teach must follow English course as long as three months. Because we held English course to facilitate them, after they followed English course, they can use English to communicate with students and teacher friends. In the class, they can use English as lesson introduction before teaching the material of the subject. But for English teacher, they must use English in the teaching-learning process.

The information from English teachers that they got easier to teach English in the classroom, Students were easy to understand the materials. They can teach using 75% English and 25% Indonesia in delivering material in the classroom. Students who have good ability in English speaking, they were asked to join in English Debating Club (EDC) to develop their ability. In debating competition, students have gotten the winner in debating competition Bali-NTB-NTT which was held by argument Mataram University and IKIP Mataram.

c. *Control*

The Head Master gave job for language advisors to control students' English speaking; all language advisors must stay in dormitory 24 hours a day to control students' language. Not only control students' English speaking but also control students' attitude too. Surely, in control language application, the rules of

language must be prepared. To help language advisor in control English language application, they made Students Board of Dormitory (OSIM Asrama). They make spy of them to look for and write whoever broke the language rules, at night after getting dinner; they call whoever broke the language rules that they have written and given them punishments if the language advisor were busy and cannot do their job.

d. *Language Rules*

In Syaikh Zainuddin Islamic Senior High School, the rules of language are; every day must use English as daily communication, for new students they have limited time to speak Indonesia (three months can combine English with Indonesia, after that they must speak English).

e. *Rewards and punishments*

To guarantee the language rules application, punishments as a control for whoever broke the language rules. Some punishment of English language rules consist of; first is fine, they pay three thousand for third class, two thousand for second class and one thousand for first class. Second is using neck list; neck list is like a necklace which is made from a board, height \pm 20 cm and width 30 cm, in the neck list there is written like I broke the language rules, etc, they use from morning until getting dinner. Third one is to be spy, they have to be spy for their friends, they have job to look for and write whoever broke the language rule that they found, their obligation is look for minimally three person, the language advisor give them three spy card, in spy card there are written like; the name of who break the language rules, time and place, with who they speak and what they said. The last one is additional punishment, like; memorizing more vocabularies and cleaning area. For students who always follow the rules of language application, surely they never get punished, but they get reward from their language advisors like; good score in language evaluation and some prizes. By combining rules, punishments, rewards, and control, the English language could be applied to daily communication in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok.

4. Conclusion

Based on the analysis the data of investigating students' English speaking ability in Syaikh Zainuddin Islamic Senior High School NW Anjani East Lombok, it can conclude that;

First, the extent of students' English speaking ability in Syaikh Zainuddin Islamic Senior High School is high category; it came from the result of data analysis. Based on the Quantitative data analysis, speaking components had been score criteria there were; intelligibility, grammar accuracy, vocabulary choice, fluency and pronunciation accuracy. The data that was gotten from 36 students as samples, students' English speaking ability were divided into three categories; there were; high category, medium category, and low category. All students were in each category based on his/her ability in speaking. Where; 31 students in the high category, four students in medium category and one student in the low category. Those were in percent; 86.8 % high, 11.2 % medium and 2.8 low.

Second, the problem which was experienced by students when they speak English with their friends, there were; a) difficult to begin, At the first time, it was hard for students to try and start to speak English, they felt shy and afraid because they thought would make mistakes when they speak English. b) Vocabulary mastering, Fewer vocabularies were made students got pauses when they speak English, c) Pronunciation, students got difficult to pronounce new word, d) Grammatically, when English speaking was running grammatically could be problem, students thought 'was my sentence right or wrong?', it was made students not confidence to speak English.

Third, the factors affected students' English speaking ability there were; a) Environment, an area for students to practice and use their English, b) Learning Method, one important aspect in applying English speaking, appropriate learning method could make students easy to mastering English speaking, c) Control, in applying English as daily communication for students in one area, control was the important aspect might be there. Because, when students saw there were controls, they would be shy and afraid to speak using other languages, and d) language rules, language rules as a guide that must follow by students in using language. e) reward and punishments, to guarantee to apply English as daily communication, rules and punishments were the complements of control, the rule might be followed, and punishments would be given for students who broke the rules and reward for students who broke the language rules.

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Biography of Authors

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Appendix

No	Name	Ability Description of Students' English Speaking					Sum
		Intelligibility	Grammar Accuracy	Vocabulary Choice	Fluency	Pronunciation Accuracy	
1	Della Maretia Ningsih	6	4	6	6	5	27
2	Asa Rahayu Lestari	4	6	6	5	5	26
3	Azizatul Farhaini	6	5	6	6	4	27
4	Silvia Maula	6	5	6	6	4	27
5	Azizaturrehmi Adniya	6	5	6	6	4	27
6	Ainaya Miftiya	6	6	6	4	4	26
7	Abdul Azizurrahman	6	5	6	6	5	28
8	Ahmad Zarkoni	6	6	6	6	5	29
9	M. Irfandi	5	6	6	4	4	25
10	Muh. Hilman Humaidi	5	5	6	4	4	24
11	Hendriyanto	5	5	6	5	4	25
12	Sami'uddin	6	5	6	5	5	27
13	Satria Indra Lukmana	5	6	6	5	4	26
14	Azza Aulia Ahmad	6	5	6	6	4	27
15	Gaoz Muzayyin	5	5	6	5	4	25
16	Muh. Khairurrozikin	6	6	6	5	5	28
17	M. Azwar Zaini	4	4	5	4	3	20
18	Alauddin Shoheh	5	6	6	6	5	28
19	Muhammad Mahesa Arya	6	6	6	5	5	28
20	Muhammad Rexana	6	6	6	5	5	28
21	Muhammad Taufiq Hidayat	6	5	6	5	5	27
22	Zainul Hadi Wiratama	6	5	6	5	5	27
23	Moh. Reza Aulia Rahman	6	5	6	5	5	27
24	M. Ilham Tantowi	6	5	6	5	5	27
25	Nurfatimatuzzahrah	6	6	6	6	5	29
26	Dwi Lahilawati	6	6	6	5	5	28
27	Fatimatuzzahra	6	6	6	5	5	28
28	Miftahurrhmah	6	6	6	5	5	28
29	Ismy Qutrunnada Putri	5	6	6	5	5	27
30	Elsa Rahmadi Janwastuti	6	6	6	5	5	28
31	Saulatun Nisa	6	4	6	5	5	26
32	Erni Yuliastri Alpani	6	5	5	5	5	26
33	Siti Atikah	6	6	6	5	5	28
34	Dinda Amalia	6	6	6	5	6	29
35	Rabiatul Adawiyah	6	5	5	5	5	26
36	Amalia Mukhtari	6	6	6	5	5	28
Total		205	195	213	185	169	967
Mean		6	6	6	5	5	27
		Maximum Score					29
		Minimum Score					20