

**ANALYSIS STUDENTS' SPEAKING SKILL BASED ON LOCAL MATERIAL
AT FIRST SEMESTER IN ENGLISH DEPARTMENT OF UNSWAGATI**

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Abstract

The goals of this research were: (1) To analyze the students' mistakes in speaking skill; (2) To find out the difficulties of local topics in speaking.

This research used the descriptive qualitative method. The writer described and analyzed the students' errors in speaking skill and the difficulties used the local materials. The research was carried out at the first year students of english department in 2015/2016 academic year. it was strated from Februari to May 2016. The population was the first semester students of english department in academic year of 2015/2016. The number of population was 27 students. The results of this research were: (1) lots of students were able to speak well and few of them were still lack (2) Some of students felt difficult to use some words of local topics in speaking.

Key words: *speaking skills and local topics*

INTRODUCTION

The students of English Department should be able to master the language skill. There are four skills of the language, namely; speaking, listening, reading and writing skill.

The students' language ability could be seen how far they could speak well. The students can be categorized master in speaking when they able to apply the speaking skills.

There are six categories element of language that influence speaking ability according to Brown (2004: 172), namely; vocabularie, grammar, pronunciation, comprehension, fluency and task. Some of the speaking skill often drilled in others language skills. The example in listening skill, the students

always learnt pronunciation. It means the students knew how to pronoun the letters or words well. Furthermore, in reading skill the students learnt many vocabularies. It has made the students got many information of those vocabularies. The last, in writing students learn grammar. To master writing the students should master the grammar well.

From explanation above, writer can draw conclusion that the students who can speak well, they have ability in another language skills too.

In the first meeting, the writer asked to the students "What are the indicators of students' speaking ability?" then students' answer was the students can diliver the information". Finally, the writer explained the speaking skills based

on the experts. During the speaking class, the writer used the local topics. Some of them were Cirebon Port, Kesepuhan Palace and Sunyaragi Cave. There were two sections in using those topics. The first was the students explored the information related to those topics and secondly was the students found out the values of those topics.

At the meeting one till three, lots of the students could not apply the speaking skills on local topics. They have done many mistakes, either grammatically, pronunciation or vocabularies. Besides, the students' abilities to deliver the originate words of local topics have seen confused.

Based on the problems above, the writer will analyze the mistakes of students' speaking skills and the students' difficulties in delivering the originate words of local topics.

THEORETICAL FRAMEWORK

This section presents some theories about speaking and local topics (red-local wisdoms)

Speaking

According to Brown (2001: 235) speaking is an interactive process of constructing meaning that involves producing and receiving processing informations. Meanwhile, Kayi (2006: 18) state that teaching speaking is a very important part of second language learning.

A. Aspects of Speaking

There are six categories element of language that influence speaking ability according to Brown (2004: 172). The six categories will determine the

students' speaking skill. There are the definition of six categories based on Richards & Schmidt (2010):

1. Vocabulary, it defines as all the words in a language either their meaning that a person use to speak. It means that vocabulary is one of basic to speak.
2. Grammar, it is a description of the structure of a language and the way in which language units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.
3. Comprehension, it is the identification of the intended meaning of written or spoken communication. In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication can not run well.
4. Fluency, it is the features which give speech the qualities of being natural or normal including native like use of pausing, rhythm, intonation, stress rate of speaking, and use of interjection and interruptions.
5. Pronunciation, it is the way a certain sound or sound are produced.
6. Task, it is an activity designed to help achieve a particular learning goal. It is used to assess the students skill to achieve the objective of learning process.

The writer used five (vocabulary, grammar, comprehension, fluency, and pronunciation) speaking skill categorizes to analyze the the students' speaking skill at first academic year of English Department.

B. Technique of Teaching Speaking

English teacher should know the techniques which are used in teaching speaking. It will help the teacher to know the students needs. Based on the Brown (2001: 275-276), there are several principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency
2. Provide intrinsically motivating techniques.
3. Encourage the use authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunity to initiate oral communication.
7. Encourage the development of speaking strategies.

From explanation above, it can be summarized that the teacher should apply those techniques when the teacher want to achive the teaching-learning's goal.

LOCAL TOPICS (LOCAL WISDOM)

According to Chuaybamrung in Termsak Singsomboon (2014) stated that local wisdom is the use of local wisdom or knowledge to develop local community, resulting in the new set of knowledge. Meanwhele, folklore research (2007) has summarized the definition of local wisdom into 4 types: 1). Local wisdom is an abstract and is related to religion, 2). Local wisdom is the potential that protects the community, 3). Local wisdom is the body

of knowledge, and 4). Local wisdom is intelektual capital.

As the stated above that local topics (red-local wisdom) knowledge or intelektual capital of the a region. Especially in cirebon there are some heritage which is called as the local topics, namely; Kasepuhan palace, Sunyarage cave and Cirebon port. From those the writer instructed to the students to find out information in it.

RESEARCH METHODOLOGY

Participants

This research was carried out at the first year students of english department in the 2015/2016 academic year. The class consists of 27 students.

METHODOLOGY

This study is a descriptive qualitative. Here, the researcher describes the mistakes 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 the first year students of english department in Unswagati. It located on Terusan Pemuda street, Cirebon city. The time of the research was started from Februari up to May 2016.

POPULATION

The population of this research was the first year students of Englis Departmen in 2016 years. The number of population is 27 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.

Arikunto (2010 : 174) say the sampling is a part of population which be the research. It's mean that the sampling is selecting individually 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. In this test, the writer ask the students to speak about the local topics were given by the writer. The writer used white board to note students' mistakes in speaking 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.

DATA

The researcher collected the quantitative data by using list of speaking. The students speak about Kesepuhan Palace, Sunyaragi cave and Cirebon Port. Then, the writer analyzed about their speaking mistakes.

In collected the qualitative data for the research, the researcher collects the data by using notes in a white board directly.

RESULT AND DISCUSSION

1. Kesepuhan Palace.

The first topic was kesepuhan palace. The writer found some mistakes that was done by students.

Vocabulary

They still used few of vocabularies, they spoke about 10 till 20 sentences

Grammar

Indonesian	False	True
Arsitekturnya perpaduan antara budaya islam, hindu, cina dan eropa.	The Architecture <i>combine</i> Islamic, Hindu, Chinese, and Europe elements.	The Architecture <i>are blend between</i> Islamic, Hindu, Chinese, and Europe culture.

Comprehension

Indonesian	False	True
Keraton yang dibangun pada tahun 1529 menjadi <i>saksi bisu</i> dari kepemimpinan raja di Cirebon pada abad ke-15.	The Palace that <i>built</i> in 1529 became the <i>silent witness</i> of the kings leadership in Cirebon in 15 th century	The Palace that <i>was established</i> in 1529 became the <i>evidence</i> of the kings leadership in Cirebon in 15 th century

Fluency

they still mumbling and nerves when sopke in the front of class.

Pronunciation

Word	False	True
The Architecture	THĕ 'ārki,tektər	THə 'ārki,tekCHər

1. Sunyaragi Cave

Vocabulary

They still used few of vocabularies, they spoke about 10 till 20 sentences.

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Grammar

Indonesian	False	True
Gua Sunyaragi dibangun pada tahun 1703	Sunyaragi cave constructed in 1703 M	Sunyaragi cave was built in 1703 M
Gua Sunyaragi berfungsi sebagai tempat meditasi dan istirahat raja dan keluarganya.	The function was for meditating and resting	Sunyaragi cave was functioned as a meditating and resting area by Kasepuhan's King and his family.

Comprehension

Indonesian	False	True
Setelah isteri Syekh Syarif Hidayatullah wafat.	After Tien Ong wife of Sheikh Sharif Hidayatullah died.	After his wife (Red-Ong Tine) died.
Gua sunyaragi dibangun pada tahun 1703 M	Sunyaragi cave <i>constructed</i> in 1703 M	Sunyaragi cave was <i>established</i> in 1703 M

Fluency

They still mumbling and nerves when sopke in the front of class.

Pronunciation

Word	False	True
Covered	'kʌvərid	'kʌvəd
Cave	Kev	Keiv

2. Batik Mega Mendung

Vocabulary

They still used few of vocabularies, they spoke about 10 till 20 sentences.

Grammar

Indonesian	False	True
Pernikahan Sunan Gunung Jati dengan Ratu Ong Tien pada abad ke-16	The marriage of Sunan Gunung Jati <i>and</i> Queen Ong Tien in the 16th Century	The marriage of Sunan Gunung Jati <i>with</i> Queen Ong Tien in the 16th Century

Comprehension

Indonesian	False	True
Orang cina yang membawa barang-barang yang memiliki seni seperti keramik, piring dan kain yang berlukiskan mega mendung.	Chinese who brought some <i>art works</i> to Cirebon, such as ceramics, plates, and fabrics that are decorated with clouds pattern.	Chinese who brought some <i>art objects</i> to Cirebon, such as ceramics, plates, and fabrics that are decorated with clouds pattern.

Fluency

They still mumbling and nerves when sopke in the front of class.

Pronunciation

Word	False	True
Marriage	'merij	'marij

The results above shown that lots of students still did mistakes in speaking. They were still lack in vocabulary, they just spoke 10 till 20 sentences. They felt

difficult too when should comprehend the text message in source language then find out the related words in target language. Besides, there was still few mistakes in grammar. Students were still confuse to use the right tenses and to be. They still mumble and got nerves when perform in the front of the class and their pronunciation were still lack too.

Next, the students felt difficult whether the original words should be translated or not. Example of them are keraton, kesehatan, sultan, syarif, hidayatullah, putri ong tien, gua sunyaragi, mega mendung, batik, etc.

CONCLUSION

The writer found both some students' mistakes in speaking and students' difficulties to understand the original words in local topics. In detail, the result has been explained in result and discussion section. Generally, in the pre-test there were 70% students did some mistakes and 90% faced difficulties in understanding the original words on local topics, it meant whether the original words should be translated or not. In the post-test almost all of students able to speak well.

About author

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