Pancasakti International Seminar on English Language Teaching (PISELT 2022)   16
Building Teachers and Students' Literacies in English Language Teaching
Tegal, 23 July 2022

A Descriptive Study on Students Speaking Ability

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ABSTRACT

The purpose of this research is to figure out the students' ability in speaking English. This research used a descriptive study and data collection using a speaking test. The subject of this research was students in third grade of SMK Negeri 2 Kota Tegal. The research was distributed in two OTKP classes with 18-20 students in each class. The total sample in this study is 39 students in the OTKP class. The researcher used five aspects of speaking to determine the assessment criteria. The five aspects are pronunciation, grammar, vocabulary, fluency, and comprehension. The result of the speaking test can be concluded that the speaking ability of OTKP class students for the 2021/2022 academic year is at a good level. This is evidenced by more than 21 (54 %) students who got a good level. In addition, as many as 15 (38%) students also got an average to a good level. 3 students have poor to the average level (8%). From the fifth aspect of speaking, fluency got the lowest score (592). Meanwhile, the aspect that got the highest score is comprehension (634).

Keywords: *OTKP, Speaking, Ability*

INTRODUCTION

Language is the ability that humans have to communicate with other humans. There are thousands of languages available around the world for communicating with all of the diversity that exists. Language, as a tool of communication, plays an important role in revealing one's intention to another. The language will allow people to express their thoughts and feelings. Language, communication, and life are cannot be separated.

Currently, English is the international language for communication between people around the world. In Indonesia, English as a foreign language is now commonly used to communicate with the public. In several schools, English becomes a compulsory subject for students. In an international school, English is learned at the level of kindergarten, elementary school, junior high school, and senior high school. They use English as a daily language to communicate in the school environment and during teaching and learning. It can be seen that English is often used by people or specifically by students.

However, there are still many people and students in schools who assume that English is a difficult language to learn because English is a foreign language. They have to be familiar with new words, different accents, and pronunciations from their native language.

Learning a foreign language is very interesting if you can speak it fluently. As a productive skill, Speaking is indeed difficult and requires a lot of practice to be able to speak fluently. Speaking is also divided into several components including pronunciation, fluency, grammar, and vocabulary. It is very important to master the components of speaking to be able to speak fluently. Besides that, it takes the ability to produce ideas in communication. To communicate effectively, you need to be fluent in speaking English.

This research goal is to figure out the students' ability in speaking. Based on the experience and observations of the researcher while teaching at SMK Negeri 2 Kota Tegal, there are differences in students' ability to speak English. In one class, some students speak English fluently but some children seem to have difficulty speaking English and have a low level of confidence when speaking English.

LITERATURE REVIEW

Definition of Ability

Soelaiman (2007: 112) A person's ability is an inborn or learned trait that helps him to complete his work, either mentally or physically. Employees in an organization, no matter how motivated they are, cannot all work well. Individual behavior and performance are strongly influenced by abilities and skills. Skills are task-related abilities that someone possesses and employs at the appropriate time.

According to Stephen P. Robins (2006, 46), the ability is an individual's ability to perform a variety of tasks in a specific job. All of an individual's abilities are essentially made up of two types of factors: intellectual abilities and physical abilities.

From the opinion above, it can be concluded that ability is the ability possessed by someone. Ability is also defined as the level of a person's ability or talent. A person is considered to have the ability when can do something, both mentally and physically. Below is an explanation of what is meant by mental ability and physical ability:

1. Mental Ability

Mental refers to the mind, and mental ability refers to the ability to think. The ability to imagine is included in this mental ability.

2. Physical Ability

The primary mode of movement is physical. The ability and physical condition must be good for the movements to be carried out efficiently. There are various types of ability and physical conditions that are required to support the movement. The various abilities include reaction time, strength, endurance, speed, flexibility, and sense sharpness.

Previous Studies

Harahap et al., (2015) stated in their study with the title "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir" that based on the result of the study, the researchers found that the students had good speaking skills. This can be seen in the results obtained from 21 students, 67% of them have good speaking skills while 33% have good average abilities

Ilham et al., (2020) stated in their study with the title "An Analysis of Students' Speaking Ability on Specific Purpose Learning" that when observing data during the teaching and learning process it showed that students were active and also students tried to understand and describe the material being taught. Therefore, the researchers concluded that students are able to speak English for certain learning purposes. It is explained that students get a minimum score of 45 and a maximum value of 82. While the range of values is 37 and the average value is 63.75. It means that the students' ability to speak English in certain learning objectives is at a good level.

Mukammal et al., (2018) stated in their study with title "Students English Speaking Ability: Senior High School" The categories of participants' speaking English skill are as follows: 86.8 percent in high, 11.2 percent in medium, and 2.8 percent in low category. Students have difficulties when speaking English, such as difficulty in starting, memorizing vocabulary, pronunciation, and grammar, and elements that influence students' speaking English skills include environment, learning technique, control, language rules, rewards, and punishments.

Asilestari, (2018) stated in her study with title "An Analysis on Students' Speaking Skill at The First Grade of Administration Office of SMK YPLP PGRI Bangkinang" that observes on opening activities in their class shows that 58% of the students active in the classroom. Students can answer the teacher's questions in English. The method of this research was descriptive research.

Tasmia Mia, (2019) stated in her study with the title "Students' Problems In Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" that students have problems in speaking. There are two problems, namely linguistic and phonological. From linguistics problem, there are many causes including poor grammar. From interviews to students, almost all students who answered they had low ability in grammar. From phonological analysis, there are also other things that affect students' speaking skills, namely anxiety and shyness.

Nurul Indrawati (2019) stated in her study with title "A Descriptive Study on Students' Problem in English Teaching and learning on Speaking Skill at Junior High School" that there

are 2 factors that affect students' speaking skills, namely; internal and external factors. For internal factors, the results of the research showed that 63% of students answered that internal factors most influence their speaking ability in English. While the rest of students think that internal factors did not affect their speaking ability. For external factors, the results of the research showed 51% of students think that external factors affect speaking ability while the rest of students think otherwise. In this study, the researcher used descriptive survey with quantitative approach.

Definition of Speaking

Speaking is a person's ability to produce words. Abdullaeva & Avezova, (2020) Speaking is one of the important skills for students to master. Because in speaking, one can measure students' abilities in how students produce the target language or English. Speaking also expresses thoughts and feelings directly using the voice. That way when someone interacts with each other and other people of course they want to convey something feeling or thought. By talking thoughts and feelings can be conveyed. Speaking also means that someone communicates with other people for a purpose. In carrying out this communication, the speaker and the interlocutor are needed. Because of that, communication can involve two or more people. They communicate to exchange information, ideas, opinions, views, or feelings.

Tarigan (1990:3-4) defines speaking as a language skill developed in childhood, that is produced by listening skills, and a speaking skill learned at that time.

According to Keith and Marrow, "speaking is an activity that produces utterances for oral communication." It means that this activity involves two or more people in which the participants are both hearers and speakers who must react to whatever they hear and contribute at a high speed, so each participant has an intention or set of intentions that he desires. As a result, the English teacher should encourage students' speaking abilities by providing communicative language activities in the classroom and then providing opportunities for them to practice their speaking skills as much as possible.

Using a Competency-Based Curriculum Speaking is one of the four fundamental skills that students should master. It is very important in communication. Speaking can be found in the spoken cycle, particularly at the Joint Construction of Text stage Ministry of National Education, (2004). When it comes to speaking, students face various challenges, one of which is related to the language itself. Even if they have a large vocabulary and have written it well, most students struggle to speak. The issues are that students are afraid to make mistakes.

According to Ladouse (1991), speaking is defined as the ability to express oneself in a situation, the ability to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently. Tarigan (1990: 8) added, "Berbicara adalah cara kita berkomunikasi yang mempengaruhi kehidupan kita sehari-hari." It means that speaking as a mode of communication has a significant impact on our personal lives.

From several statements above, it can be concluded that speaking is a productive skill, which means that when speaking someone needs the expertise to produce. Speaking is one way for someone to communicate when communicating requires a speaker and a listener. Many things can be considered when speaking such as pronunciation, vocabulary selection, grammar, fluency, intonations, etc. Because of that, speaking is one of the most difficult skills in English. When talking to other people in English the speaker must know what he wants to say in the conversation so that the listener also understands what the speaker is saying.

Types of Speaking

Speaking is divided into five basic types. They are imitative, intensive, responsive, interactive, and extensive. Furthermore, Brown, (2004: 140-141) points out some types of speaking:

1. Imitative

   Imitative speaking performance refers to the ability to simply parrot back (imitate) a word, phrase, or even a sentence.

2. Intensive

   The creation of brief lengths of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological connections is a second style of speaking that is widely used in assessment contexts (such as prosodic elements: intonations, stretches, rhythms, and junctures).

3. Responsive

   Responsive involves engagement and testing comprehension, but only at the level of very brief discussions, basic greetings and small chats, simple requests and remarks, and the like.

4. Interactive

   Interactive means the length and complexity of the interaction which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive

   Speeches, oral presentations, and story-telling are examples of extensive oral production tasks in which the potential for oral participation from listeners is either severely limited (possibly to nonverbal answers) or completely ruled out.

Component of Speaking Assessment

Speaking has five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. This component will be used to assess students' speaking abilities. Brown, (2004: 172-173) elaborates on the five components of the speaking skill assessment concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency.

1. Grammar

   It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate the structure and to distinguish appropriate grammatical forms is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

   Someone cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. This aspect will help the speaker to use appropriate diction based on the context of speaking.

3. Comprehension

   It means how far students' ability to respond to oral communication. Students should be able to understand whatever the speakers say.

4. Pronunciation

   Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency

   Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

METHOD

In this study, the researcher used a qualitative descriptive case study. Researchers use a case study because this type of research is very suitable for the topic that the researcher wantsto research. Baxter & Jack, (2015;544) stated that a case study is a research methodology that helps in exploring a phenomenon in certain contexts through various data sources, and conducting exploration through various lenses to reveal several aspects of the phenomenon. In collecting data, the researcher used a speaking test on the subject of the research. The speaking

test was given to the students by the researcher to the third grades students of SMK Negeri 2 Kota Tegal. The test was used to measure the students' ability in speaking English. Incollecting data, the researcher used documentation as well.

There are some steps in collecting data as follows:

1. The researcher explained the purpose of this research.
2. The researcher was repeat a little material based on the syllabus that used for the speaking test. This is intended so that students can prepare well for their speaking skills.
3. The students spoke monologue in front of the class.
4. The researcher records the students' speaking.
5. The researcher makes a transcript based on the students' speaking.
6. The researcher analyzed the results of the speaking test and determine the category of students' abilities.

After the data was collected, the researcher analyzed the data using qualitative methods to figure out how is the ability of students in speaking English.

To analyze data, there are some steps to know how far the students' ability in speaking English.

1. Pre-observation.
2. Collect data from the students speaking test using rubric assessment.
3. Add up the scores of each subject based on the results of the spectacle test using rubric scoring
4. Analyzing data using the descriptive method.
5. Determine the mean of the result using a formula to categorize the grade of students' ability.
6. Categorize the results of the speaking test into several parts such as good, average to good, poor to average, and poor.
7. Discuss the result of the research.
8. Concluding and giving suggestions from the research.

RESULTS AND DISCUSSION

Result

Based on the data observation, students can work together with researchers and are willing to give their participation. Students were also active and disciplined when carrying out speaking assessments. After finishing the speaking assessment, the researcher analyzed and looked for the scores to determine the category of students' abilities. The results of the speaking assessment can be seen in table 4.1.2

The scores were classified to determine the student's ability. Therefore, the classification is as follows:

Table 1.The Level of Ability

No	Test Score	Level Ability
1.	80-100	Good
2.	60-79	Average to Good
3.	40-59	Poor to Average
4.	0-39	Poor

Based on the table above, the researcher determined the ability of students in third grade of OTKP class in SMK Negeri 2 Kota Tegal with the formula below:

$$\text{Percentage} = \frac{The\ total\ of\ students\ in\ the\ aspect}{\text{Total number of subjects}}\ x\ 100\ \%$$

In getting the result of this research, the researcher analyzed by using descriptive statistic data. It can be elaborated based on the figures below.
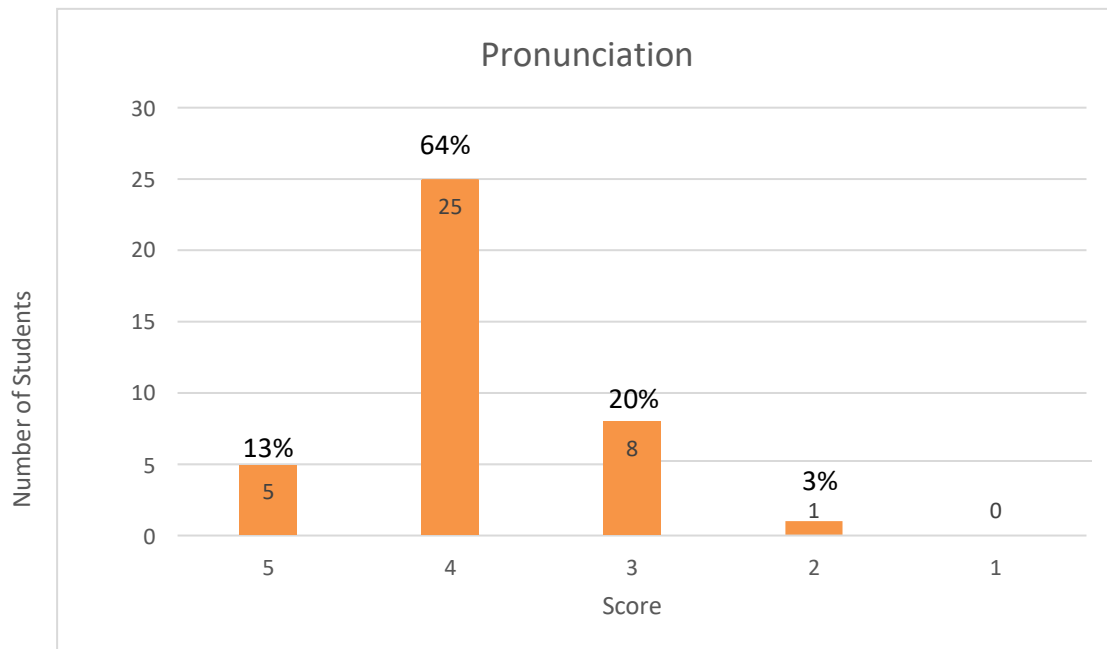
Figure 1. The Students' Speaking Skill in Pronunciation

On the Pronunciation aspect of all objects with a total of 39 students, there are a total of 604 scores. Five students (13%) got a score of 20. Twenty-five students (64%) got a score of 16. Eight students (20%) got a score of 12. One student (3%) got a score of 8.
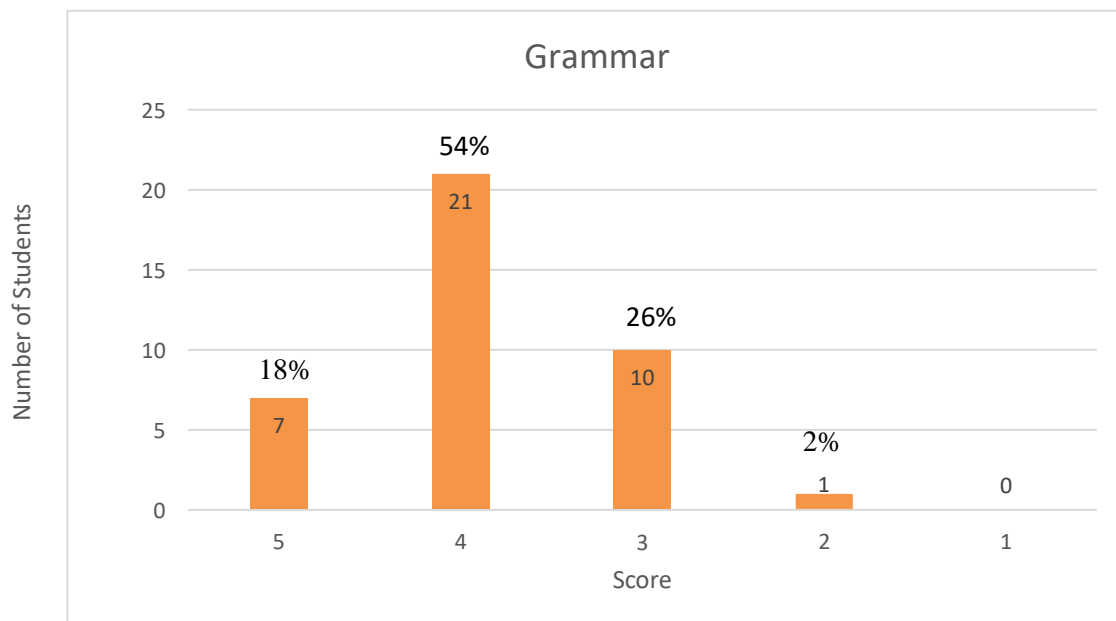

Figure 2. The Students' Speaking Skills in Grammar

On the Grammar aspect of all objects with a total of 39 students, there are a total of 604 scores. Seven students (18%) got a score of 20. Twenty-one (54%) students got a score of 16. Ten students (26%) got a score of 12. One student (2%) got a score of 8.
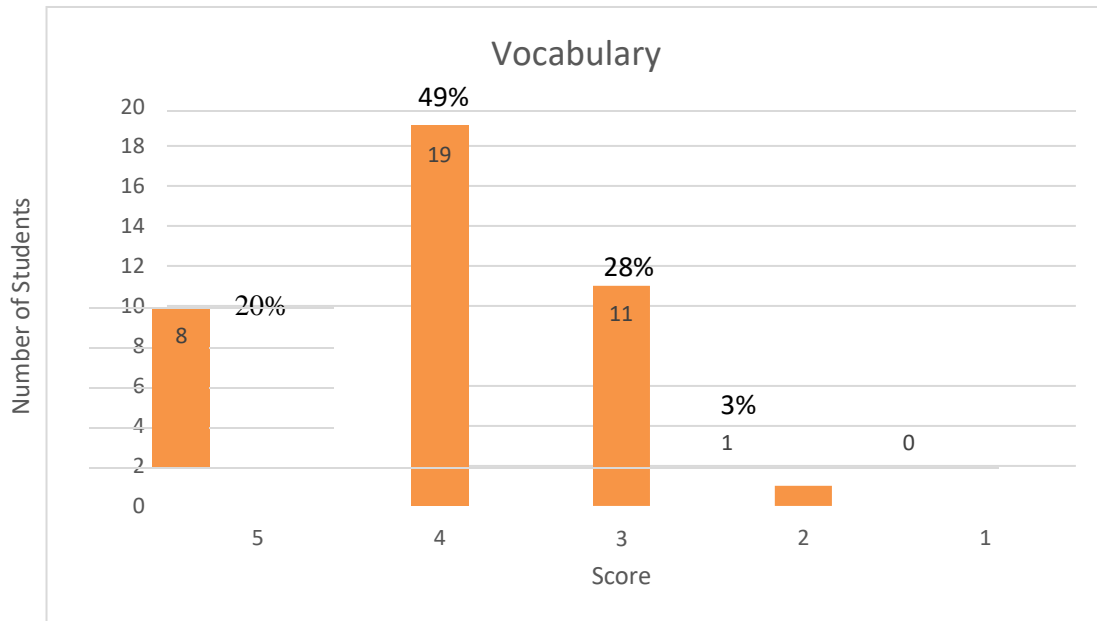
Figure 3. The Students' Speaking Skill in Vocabulary

On the Vocabulary aspect of all objects with a total of 39 students, there are a total of 604 scores. Eight students (20%) got a score of 20. Nineteen students (49%) got a score of 16. Eleven students (28%) got a score of 12. One student (3%) got a score of 8.
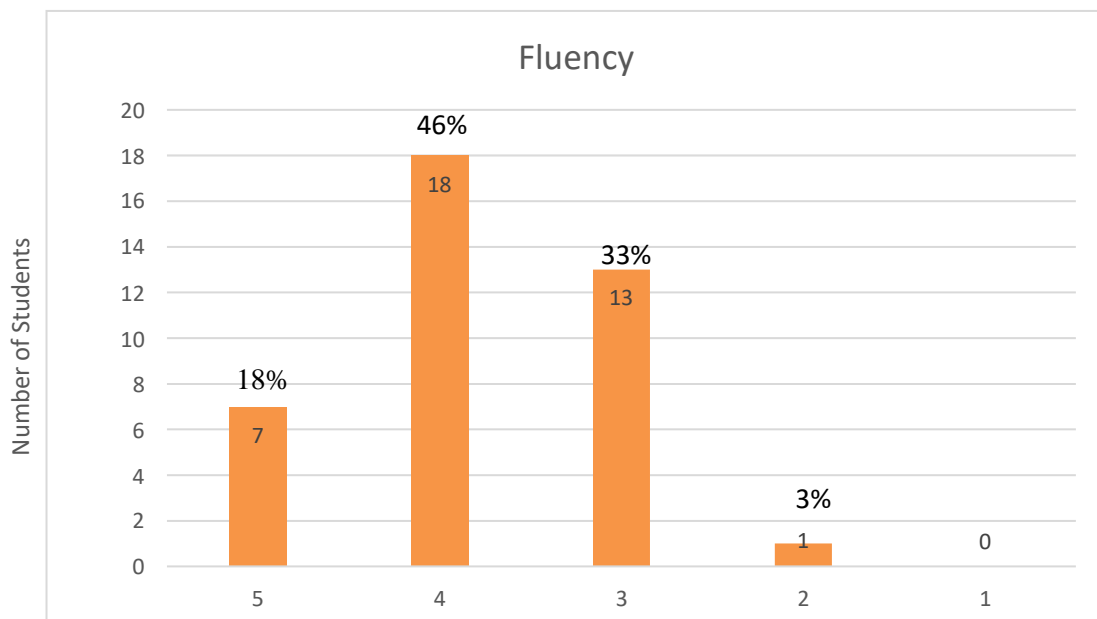

Figure 4. The Students' Speaking Skill in Fluency

On the Fluency aspect of all objects with a total of 39 students, there are a total of 592 scores. Seven students (18%) got a score of 20. Eighteen students (46%) got a score of 16. Thirteen students (33%) got a score of 13. One student (3%) got a score of 8.
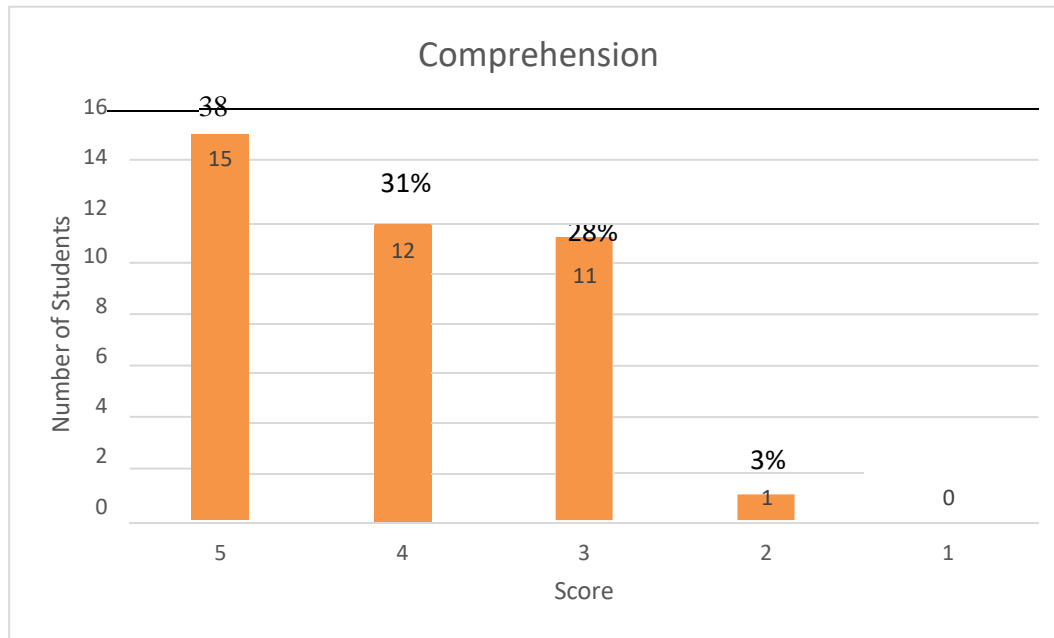
Figure 5. The Students' Speaking Skill in Comprehension

One the Comprehension aspect of all objects with a total of 39 students there are a total of 634 scores. Fifteen students (38%) got a score of 20. Twelve students (31%) got a score of 16. Eleven students (28%) got a score of 12. One student (3%) got a score of 8.

From the description above, it can be concluded that the Fluency aspect is the aspect that gets the lowest score (592). It was because many students hesitate when describing pictures using English and most of the students are silent and confused for a moment to arrange words in English.

Besides that, it can be seen that the highest score is the comprehension aspect (634). Most students already understand the instructions given by the researcher.

Table 4.1. 2 Students Speaking Skill Level

No	Classification	Score	Frequency	Percentage
1.	Good	80-100	21	54 %
2.	Average to Good	60-79	15	38 %
3.	Poor to Average	40-59	3	8 %
4.	Poor	0-39	-	0 %

The table above showed the students' speaking skill levels. It can be seen that 21 students have a good level (54 %), 15 students have an average to a good level (38 %), and 3 students have a poor to the average level (8%).

Discussion

Pronunciation

In the pronunciation section, some students with high scores have good pronunciation by having native-speaker accents. But some students are not fluent in speaking and have a certain accent. Some students make mistakes in pronouncing words. The following are some examples of the incorrect words spoken by students.

"on man" it means "one man"

"two gers" it means "two girls"

"Man werning" it means "man wearing"

"ther" it means "their"

"picster" it means "picture"

"ai" it means "are"

Grammar

On the grammar aspect, some students got it right by using the simple present tense. But some students use the past tense when describing the picture given by the researcher and there are also inconsistencies in the use of tenses. Some students cannot distinguish singular and plural nouns and have not able to put -es/-s on nouns correctly.

Most of the students were using simple presents correctly.

Some of the sentences below are the correct sentences used by students when describing an image. Students use "is" and "are" in a sentence.

Examples:

"She is beautiful. He is handsome."

"There is in the office."

"They are in the office."

"They are three employees."

Some of the students were using the simple past tense.

Some of the sentences below are examples of a student's sentence that is wrong in using tenses. Students should use the simple present tense but in the sentence above students use the past tense. Students use "were" and "was" in a sentence.

Examples:

"There were three people in a room."

"There was three people there."

"There was one man and two women."

Some of the students were using singular and plural nouns.

The two sentences below are examples of inappropriate sentences used by students to describe pictures. Word "woman" is a singular form or singular to mention that there is one woman who is used as the subject. while "women" is a woman in the plural.

Examples:

"Two womens."

"Two woman."

The five words below are examples of correct words used by students.

"Blazers."

"Graphics."

"Three employees."

"Two girls."

"Black suits."

Vocabulary

On the vocabulary aspect, some students use adjectives. Adjectives here play an important role to build further explanations of descriptive images. The following are examples of adjectives used by students:

"Black suits."

"Black blazer."

"Long brown hair."

"Straight hair."

"Curly hair."

"Short hair."

"Beautiful."

"Handsome."

"Long black hair."

"Silver computer."

Fluency

On the fluency aspect, some students have doubts when speaking English in front of the class. Some students also ask for time to think for a moment just to remember the sentence they want to convey. Students also often rearrange sentences when speaking. This makes researchers have to concentrate on listening to students' descriptions.

Comprehension

On the comprehension aspect, students already understand the direction of the researcher. Therefore, many students got high scores. Students have also used generic structure

descriptive when speaking. Such as identification and description. The following are examples of a generic structure used by students:

"In the picture, there are three people."

"They are in a meeting, there are three people."

"In the picture in one room."

"There are in a meeting, there are three people."

"In office, there are three people holding of meeting."

"There are three people."

"In the picture, there are three people discussing office work."

"In a room, they are having a meeting."

"There were three people in a room."

"There was three people there. They are doing a meeting."

"In a office, there are three people sitting facing laptop."

"I see three people working."

"They are in the office."

"In this picture shows, they are three employees."

"They are three employees."

"There are three employees in the office."

CONCLUSION

Based on the result of the study, the researcher concludes that The speaking ability of OTKP class students for the 2021/2022 academic year is a good level. This is evidenced by more than 21 (54 %) students who got a good level. In addition, as many as 15 (38%) students also got an average to a good level. 3 students have poor to the average level (8%). Thus, it can be concluded that the students' speaking ability level is good.

From the fifth aspect of speaking, fluency is the aspect that got the lowest score (592). It was because many students hesitate when describing pictures using English and most of the students are silent and confused for a moment to arrange words in English. While the aspect that got the highest score is Comprehension (634). It was because most students already understand the instructions given by the researcher. While for aspects of Pronunciation, Vocabulary, and Grammar, all three got the same score (604).

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