

AN ANALYSIS OF STUDENTS' SPEAKING SKILLS IN SEVENTH GRADE ON SMPIT AR-RAHMAH PACITAN

by CEK TURNITIN

Submission date: 08-Mar-2024 12:34AM (UTC-0600)

Submission ID: 2234967025

File name: SPEAKING_SKILLS_IN_SEVENTH_GRADE_ON_SMPIT_AR-RAHMAH_PACITAN.pdf (1.89M)

Word count: 2821

Character count: 15657

PROCEEDING

the **2nd** ENGLISH NATIONAL SEMINAR

Exploring Emerging Technologies in English Education



AUGUST, 3 2023

Organized by :

**ENGLISH EDUCATION STUDY PROGRAM
STKIP PGRI PACITAN**

pbi.stkippacitan.ac.id



[pbi_stkip_pacitan](https://www.tiktok.com/@pbi_stkip_pacitan)



[PBI STKIP PGRI Pacitan](https://www.facebook.com/PBI-STKIP-PGRI-Pacitan)



[pbistkippacitan](https://www.instagram.com/pbistkippacitan)



[E-FORCE STKIP PGRI Pacitan](https://www.youtube.com/channel/UC...)

PROCEEDING

THE SECOND ENGLISH NATIONAL SEMINAR

THEME:

Exploring Emerging Technologies in English Education

Pacitan, August 3, 2023

Organized By

English Education Study Program STKIP
PGRI Pacitan

The proceeding was issued by

**Lembaga Penelitian dan Pengabdian kepada Masyarakat Press STKIP PGRI Pacitan
(LPPM Press STKIP PGRI Pacitan)**

Jalan Cut Nyak Dien 4a Ploso, Pacitan

AN ANALYSIS OF STUDENTS' SPEAKING SKILLS IN SEVENTH GRADE ON SMPIT AR-RAHMAH PACITAN ACADEMIC YEAR 2022/2023

Azalia N Nasokha, Indah Puspitasari, Saptanto Hari Wibawa
STKIP PGRI Pacitan

Azaleduk123@gmail.com, inkiku47@gmail.com, saptantowibawa@gmail.com

Abstract

The research aims: 1) to know the students' speaking skills based on the aspect of speaking components: Pronunciation, Intonation, Fluency, and Grammar; 2) to know the teacher's role in mastering speaking skills, especially in English. This research used a descriptive qualitative method focused on students' English-speaking skills. The subject of the study is a seventh-grade student of SMP IT Ar-Rahmah Pacitan, academic year 2022/2023. The data collection techniques used interviews and observations. The data collection instruments included a speaking test, interview sheets/guidelines, and field notes. This research focused on analyzing students speaking skills in Intonation, vocabulary, Grammar, and Pronunciation. The results of this study: 1) the students' English speaking ability was still below average and needs much improvement from various sides. Besides being only in grade 7, they also just got full English. Therefore, some students feel that they should not learn English; 2) The teacher's role in developing students' speaking skill still needs to be higher and need more improvement. Teachers must be patient and creative in the teaching-learning process.

Keywords: *English, Speaking Skill, Students' Ability*

Introduction

Education is a purposeful effort by humans through guidance, instruction, and training for a better future. It is a critical aspect of a country. English is the world's most important tool of communication for people from different countries to convey ideas, messages, purposes, feelings, and opinions to others. Based on Kracht (2002), language is meant to communicate and is a semiotic system. English is taught as a foreign language in Indonesia from elementary to university. It is learned formally as a compulsory subject in the school. In learning English, there are four language skills that the teacher has to teach to the students, namely listening, speaking, reading, and writing. These skills are crucial in developing language competence. The students should be able to use English in honest communication. In learning English, there are methods used to make students enjoy learning English. Based on Razawi et. (2011), in the process of learning a language, many variables determine the success of a language learner. Language learning success is associated with various factors, including age, gender, motivation, intelligence, anxiety level, learning strategies, and language learning styles.

In this case, the researcher focuses on speaking skills because speaking is essential in language learning. Speaking is the most critical skill of all four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language. Speaking has become an exciting topic to discuss in learning the English language. Speaking is essential in building better communication than most oral communication. According to Burkart (1998) in Argawati (2014:76), speaking is an activity that includes knowledge and is related to components such as Pronunciation, Grammar, and vocabulary. It means people get ideas based on speaking, discussing with someone, and sharing anything about the benefits of something. On the other hand, speaking can be improved by the components of English. Good speaking skills are when the students make the rules of speaking skills in the classroom. But, many students at school need to learn the English language.

SMP IT Ar-Rahmah uses the Curriculum 2013 to improve and teach them by good quality. It is also learned in junior high school. In learning English, the students describe something in verbal communication. Consequently, in English, speaking is how the students express themselves in verbal and nonverbal communication. Nonverbal communication

expresses meaning or feeling without words (Levine and Adelman, 1993). According to the researchers' observations, some problems were found in the students' speaking skills. Such as, students need help understanding English cause of Grammar and vocab, so some are not interested; they only get complete English subjects in Junior High School; that's why many complain when teachers often use English instead of Indonesian and many more. In this study, the researcher focuses on students' speaking skills based on the aspect of speaking components: Pronunciation, Intonation, Fluency, and Grammar, and the teacher's role in mastering speaking skills, especially in English in SMP IT Ar-Rahmah Pacitan.

English is one of the most used languages in the world or International Language. Based on Kracht (2002: 03) stated that language is meant to communicate; it is a semiotic system. English is taught as a foreign language in Indonesia from elementary to university. Four language skills must be learned: listening, speaking, reading, and writing. Fachrurrazi (2011) stated that it is essential for anyone who wants to understand methods of teaching English to know the basic terms in the field. English becomes a foreign language in a country if, in that country, English is not used for formal communication or daily communication. Richards (1985) states that English is regarded as a foreign language when it does not function as an official language in a particular country. Speaking is a communicative event that includes verbal and non-verbal language to deliver meaning. Speaking is an activity to produce sayings in the form of words and sentences orally to communicate with others stated by Irawati, cited in Zuhriyah (2017:122). Speaking is the active use of language to express meaning. For young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learn.

Speaking is one of competence for someone to reach the aim. According to Hormaililis, cited Harahap, Antoni, and Rasyidah (2015:2), speaking has components that support someone to be an excellent public speaker, including Vocabulary, Grammar, Fluency, and Pronunciation. Vocabulary is an essential aspect that helps speaking or is a stock of words in a language, written or spoken, with meaning considered cultural meaning used by the group or individual community. Vocabulary plays a vital role in speaking skills. Then, Grammar helps people to convey something based on rule speaking skills. That's why to communicate clearly and more practically; that's why we are studying Grammar. Next, Fluency is the activity of reproducing words orally. It means there is a process of exchanging ideas between a speaker and listener. Therefore, it is essential to have Fluency as having the capability of other speaking components. Fluency can be defined as the ability to speak fluently and accurately. Last, Pronunciation is the first and most crucial thing native speakers notice during a conversation. Native speakers are more likely to understand, even if someone makes grammatical mistakes, rather than if you make mistakes in Pronunciation. Then, Pronunciation is related to Intonation. All of the words have different meanings. Based on Pronunciation, we can know the meaning and aim of someone's talk.

Ahmad (2017), Traces the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. Bangun (2018) research result suggested that the students showed a tremendous improvement during the teaching-learning process when Show and Tell Method was applied. The students' participation and vocabulary mastery were increased; they were more active, enthusiastic, and confident in speaking. Syafiq, Rahmawati, Anwari, Oktaviana (2021), This study showed that YouTube videos as English learning material improved students' speaking skills, including Fluency, vocabulary, Pronunciation, Grammar, and content. Further investigation may concern using YouTube videos to teach other English skills like reading and writing.

Research Methodology

This study used a descriptive qualitative research method. Qualitative research is applied to the study's primary purpose to collect the data and then analyze it to explain the

existing occurrence. This research describes a phenomenon, circumstance, or event that happens in the present. The descriptive research method is to gather information about the present existing condition. The purpose of the descriptive method is to systematically find a detailed explanation and description of the research object.

Thus, based on the explanation above, the researcher assumed that a descriptive qualitative research method is relevant to this research. The data source is tests of speaking, questionnaires, interviews, and journals. Based on that source, the researcher used test interview guidelines and observation guidelines as instruments. The collection used tests, discussions, and observations during the teaching and learning activities. And analyzing it uses **data reduction, data display, and conclusion drawing**. The data collection occurred in June 2023 for four days in SMP IT Ar-Rahmah Pacitan, East Java.

Findings and Discussions

Here researcher presented the results of data from interviews and observations that have been conducted. First, the data was gained from the first grade of SMP IT Ar-Rahmah Pacitan. After getting the data from the teacher and students, the researcher analyzed it by indicators of speaking, Pronunciation, Intonation, Grammar, and Fluency and presented it in the table. Based on the indicators table, Pronunciation and Grammar have the highest results students obtained, scoring 3,1. Then Intonation with results 3. Last Fluency with 2,8. Researchers also use Range Score Speaking Skills to know the level of students' speaking skills.

The discussions consisted of a detailed analysis based on the data and information found in the findings. The discussion was divided based on a formulation of the research as follows:

First, The students' ability in speaking skills based on the aspect of speaking component: Pronunciation, Intonation, Fluency, and Grammar, are various Range Scores.

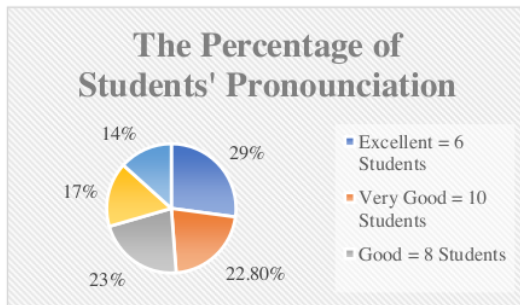


Figure 1. Percentage of Students' Pronunciation

Based on the diagram above, in Pronunciation, six students got the highest score in Pronunciation (17%). Eight students (22,8%) got very good. Third, eight students got good (22,8%). Six students (17%) got Fair. Five students got poor (14%).

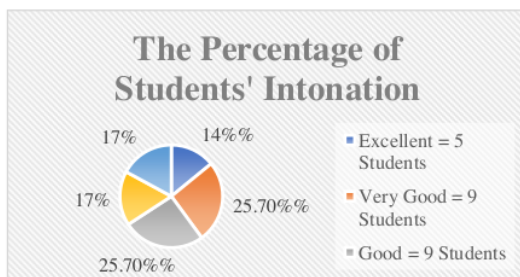


Figure 2. Percentage of Students' Intonation

Based on that diagram collected by the researcher, in Intonation, five students got excellent (14%). Nine students (25,7%) got very good. Nine students (25,7%) got good. Six students got fair (17%). Six students got poor (17%).

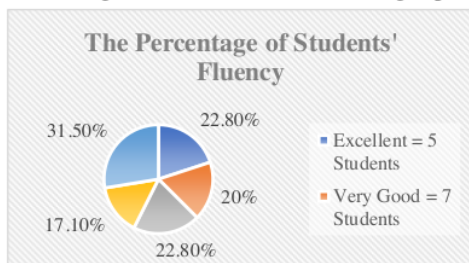


Figure 3. Percentage of Students' Fluency

Based on the diagram above, in Fluency, five students got high scores (22,8%). Eight students (22,8%) got good. Six students got fair (17,1%). Nine students (31,5%) got poor.

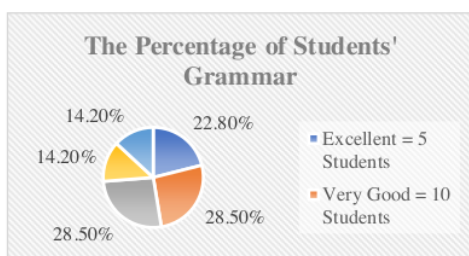


Figure 4. Percentage of Students' Grammar

Based on the diagram collected by the researcher, in Grammar, five students got a high score (22,8%). Second are ten students (28,5%) who got very good. Next are ten students (28,5%) who got good. Five students got fair (14,2%). Last are five students (14,2%) got poor.

Second, The teacher's role in mastering speaking skills is significant, and the increase or decrease of students' skills depends on the teacher. The researcher interviewed Ms. Tri Wahyuni, S.Pd, the English teacher, to know the teacher's role and learning process. According to the teacher, the pronunciation ability of most students still needs to be improved. It needs to be adapted because it is the first time they have received complete English lessons, and when given instructions, some of them can accept them, and most can't. In addition, their vocabulary skills tend to be monotonous and undeveloped, so they need help using the correct vocabulary. For Grammar, they still need improvements, such as tenses and others. They still need to improve in speaking and arranging the right words. For example, when they are asked to practice speaking, they are still sometimes silent and tell each other to speak, especially since most of them need more confidence, which makes them confused in responding to words in English. However, the teacher also tries his best, such as communicating frequently with students who ask about difficulties in speaking English; some answer clearly, and some are less open; all their challenges are recorded in a particular book and studied to find a solution. The common problems are the need for more introduction to English from an early age, and students' interest is also lacking. So the teacher tries to be as creative as possible, such as using existing media.

Conclusion

After getting and analyzing the data, the researcher presented a conclusion in this chapter. This data concluded from the score given by participants. The participants are English

teachers and Students at SMPIT Ar – Rahmah. In Pronunciation, six students got excellent, ten very good, eight good, six Fair, and five poor. Second, five students got excellent; nine got excellent, eight got fair, and the last five got poor in Intonation. Then in Fluency, excellent called five students, very good got seven students, good got eight students, fair got six students, and last poor got five students. Later, in Grammar, five students got excellent, ten got very good, ten got good, five got fair, and five got poor.

Based on the data above, Pronunciation is the higher score of students' speaking components, and Grammar with Pronunciation is the low score of students' speaking components. Then others have similar scores and are pretty close in different results. Students accept these components and the results.

It is suggested that students with problems/difficulties in speaking English must practice their speaking regularly in and out of the classroom; they can speak to friends and teachers and anyone who wants to speak English. They must be active and participate in school English learning, and they don't have to be shy or afraid of mistakes. They have to memorize vocabs and master grammar to increase their speaking skills. Watching and listening to English films and songs can improve their skills. For the English teacher, it is suggested that they use the information from this study as one of the references about strategies to overcome students' difficulties in speaking skills. English teaching and learning process should be learner-centered; the teacher must give more chances for students to speak up. Besides that, the use of English has to be maximized in and out of the classroom. Teachers should create meaningful learning situations in which students can communicate with their friends as if they communicate in real-life situations. Therefore, they can use English not only to complete tasks but also to communicate. Teachers must conduct fun, varied, engaging, and challenging activities.

References

- Argawati, Ningtyas, O. (2014). *Improving Students' Speaking Skills Using Group Discussion (Experimental Study On The First-Grade Students Of Senior High School)*. ELTIN Journal, Volume 2/II, October 2014, 74-81.
- Fachrurrazy. 2011. *Teaching English as a Foreign Language for Teachers in Indonesia*. Malang: Universitas Negeri Malang Press.
- Harahap, S. S., and Antoni, R., and Rasyidah, U. (2015). *An Analysis Of Students Speaking Skill At Second Grade Smp 8 Rambah Hilir*. Journal Education of Speaking Skill at University Pasir Pangarain. 1-7
- Kracht, M. 2003. *Introduction to Linguistics*. Los Angeles: Department of Linguistics UCLA
- Levine, R.D and Adelman, M.B. (1982). *Beyond Language Intercultural Communication for English as A Second Language*. United States of America.
- Razawi et. Al. 2011. *Students Diverse Learning Styles in Learning English as A Second Language*. *International Journal of Business and Social Science*. Malaysia: Academy of Language Studies, 23000 Dungun Trengganu.
- Richards, 1985. Language curriculum development. *University of Hawaii Working Papers in English as a Second Language*, 4/1.
- Sadiku, PhD, C. L. M. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. *European Journal of Language and Literature Studies*. vol.1, 29-31.
- Yule, Erasma., Sutapa, G., Salam, U. (2012). *Improving Students' Speaking Ability in Class through the Role Play Technique*. Teachers' Training and Education faculty. 1-12.

AN ANALYSIS OF STUDENTS' SPEAKING SKILLS IN SEVENTH GRADE ON SMPIT AR-RAHMAH PACITAN

ORIGINALITY REPORT

32%

SIMILARITY INDEX

31%

INTERNET SOURCES

7%

PUBLICATIONS

16%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

6%

★ repository.iainpalopo.ac.id

Internet Source

Exclude quotes Off

Exclude matches Off

Exclude bibliography On