

**THE STUDENTS' SPEAKING SKILL ANALYSIS ON LOCAL WISDOM-
BASED TOPICS
(A Study at the First Year Grade of Mathematics Department of Unswagati)**

Devi Siti Sihatul Afiah

(*devy.sitiafiah@gmail.com*)

Department Of English Education, Unswagati Cirebon

Abstract

The goals of this research are (1) to know what students' responses toward WH question technique; (2) to know whether the WH Question can improve students' math in English. This research used the descriptive qualitative method. The writer described and analyzed the students' mistakes in speaking skill using local materials. The research was carried out at the first year students of math department in 2016/2017 academic year. It was started from September 2016 to January 2017. The population was the first semester students of math department in academic year of 2016/2017. The number of population were 21 students. The results of this research were (1) the students gave good responses toward the WH Questions learning, and (2) the WH questions improved the Math students' ability in learning English.

Keywords: *Speaking, Local-wisdom, WH-questions*

INTRODUCTION

English is a subject that is learnt in each major. It aims for increasing their English knowledge. English material in each major is different. For example, in math students have learnt English math. It means lecturer discussed all about math in English. The researcher observed the students' math ability in English math. Besides, the researcher observed the students' math ability related to local knowledge (read-Sunyaragi Cave).

Based on the pre-test in the preliminary research, the researcher found that lots of students were still lack in speaking, not only in math material but also in others knowledge too. They said that they felt difficult to speak in English because vocabulary that they had was limited, confuse to choose the right

pronunciation, and seldom speak in English.

Related to their material, some material which delivered are addition and subtraction story problems, rounding in money problem and multiplication story problem (Irvine: 2005). Besides, to improve their others knowledge the researcher introduced the local material. According to Chuaybamrung (2011: 40) stated that local wisdom is the knowledge of the provincial gained through their experiences and imitations as well as those one that has been passed down from generation to generation. During the transition, the knowledge has been adjusted, adapted, changed and developed. Although something might be lost, new knowledge is acquired in accordance with the era.

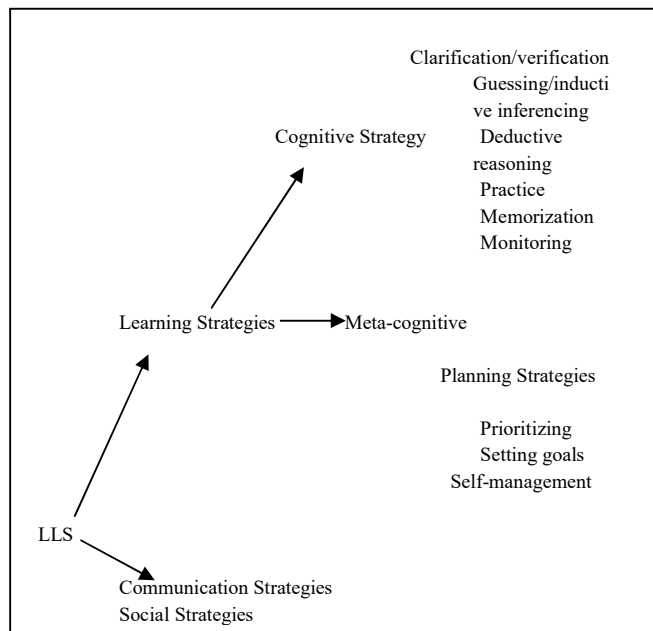
THEORETICAL REVIEW

In this reserach, the researcher tried to use the learning strategis to improve their english, such as WH question tehnikes. Besides, using local material as a medium for leraning process.

Learning Strategis

According to Rubin in Fauziati (2015: 25) stated there are three types of Language Learning Strategy (LLS), namely: learning strategies, communication strategies, and social strategies. The taxonomy can be shown in the picture below.

Picture 2.1.
Types of learning strategies (Fauziati (2015: 25))



The picture shows that LLS are strategies are those which have direct contribution to development of the language system constructed by the leaner. They consist of two types: cognitive strategies and meta-cognitive strategies. Cognitive strategies refer to the steps or operations used in learning that require direct analysis, transformation, or synthesis of learning materials. Rubin identified six main cognitive strategies, namely: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. Meta-cognitive strategies are

those used to manage, regulate or self direct language learning.

They involved in various processes such as planning, prioritizing, setting goals, and self-management. Next, communication strategis are less directly related to language learning since their focus is on process of participating in a conversation and getting the meaning across or clarifying the speaker's messege. These are used by speaker when faced with some difficulty due to the fact that their communication ends go beyond their communication means or when confronted with misunderstanding by a co-speaker. The last, social

strategies refer to the activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

From explanation above, the researcher applied some strategies above, such as making planing, prioritizing, setting goals and self-management. Beside that the researcher also applied above strategies to learner such as clarification, guessing, practice and memorizing.

WH Question Tehnique

Mel Siberman (2009: 73) said that there are some procedure when asking the students to making question, they are:

1. Giving blank card to students
2. Asking the students to make the some question using WH.
3. Rotating the cards according clockwise to their side, and read the question on the card.
4. Giving the answer based on the most question.

From explanation above, the researcher assumes that students can increase their english ability using WH question tehniqe. Through those steps the students got many vocabularies and good pronunciation.

Local Material “Sunyaragi Cave”

The researcher use local material “Sunyaragi Cave” as medium in learning process at english math class. This is a effort which researcher do to apply the University Vision. According to Chuaybamrung (2011: 40) stated that local wisdom is the knowledge of the provincial gained through their experiences and imitations as well as those one that has been passed down from generation to generation. During the

transition, the knowledge has been adjusted, adapted, changed and developed. Although something might be lost, new knowledge is acquired in accordance with the era. Furthermore, 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 potensial that protects the community, 3) local wisdom is the body of knowledge and 4) local wisdom is intelectual capital.

METHODOLOGY

In this reasearch, the researcher used the qualitative method in analyzing the data. According to Creswell in Sugiyono (2015: 16) that a qualitative method is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The proces of the research involves emerging questions and procedures; collecting data in the participants’ setting; analyzing data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure. Besides, According to Bogdan and Biklen in Sugiyono (2015: 17) said that the characteristis of qualitative methods are: (a) Qualitative research has the natural setting as the direct source of data and researcher is the key instrument; (b) Qualitatife research is descriptive.

The data collected is in the form of words of pictures rather than number; (c) Qualitatife research are concerned with the process rather than simply with outcomes or products; (d) Qualitative researchtends to analyze their data inductively; (e) Meaning is essential to the qualitative approach. Futhermore, based on Arickson in Sugiyono (2015: 18) said that the characteristics of qualitative methods are: (1) Intensive, long participants in field setting; (2)

Careful recording of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence; (3) Analytic reflection on the documentary records obtained in the field; (4) Reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary.

From explanation above, it can be concluded that qualitative method is a research taken the data based on the real condition of participants then making meaning and describe the data which is taken from observation, interview and test. In this research the researcher focus on the process no result.

SUBJECTS OF THE STUDY

The population of this research was the first year students of Math Department in 2016 years. The number of population is 21 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) says 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. In the collecting data the researcher used three techniques: observation, interview and test.

1. Observation

According to Susan Stainback in Sugiono (2015: 225) said that in participation observation, the researcher observes what people do, listen to what they say, and participates in their activities.

2. Interview

According to Esterberg in Sugiono (2015: 231) said that interview is a meeting of two persons to exchange

information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Interview intends to know what students respond of the use WH Questions in English learning.

3. Test

According to Brown (2003: 3) said that test is a method of measuring a person's ability or knowledge in a given domain. It is means that the test is a way to measure student ability to complete the task or knowledge of the material that has been learn to produce a value. The test was conducted twice, in the pre-test and post-test. For the speaking test, the researcher using the oral presentation. Based on the Cyril (1990: 75) said that the candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test. This is different from the "spoken essay" described above in so far as the candidate is allowed to prepare for the task. The researcher asked the students to speak (practice test) about the local topics (Sunyaragi Cave). The researcher used white board to note students' speaking mistakes.

RESULT AND DISCUSSION

During observation, the researcher listening the students's talk about Sunyaragi Cave. They asked to their partner about Sunyaragi cave using WH questions. The researcher find out most students' mistakes when using WH question techniques. The math students' amount is 21, but only 4 students who can make question using WH question well. The problems are confusing in differentiate between the nominal and verbal sentence, confusing in differentiate the use of to be and to do, confusing in choosing the tenses and confusing in

using the WH question related to questions' aim.

In line with the problems above, the researcher interviewed the students to confirm the use of WH question in english teaching. Almost all of students said that using the WH question to improve their speaking ability is good. They said still confuse how to use WH

questions. This finding seems different from Misdi's (2014) findings when he investigated Math students' ability in constructing abstract writing. According to Misdi (2014), students of Math were able to simply wrote questions. The phenomena are presented in the following tables.

Table 4.1.

Students' performance in applying the WH question using Sunyaragi Cave topic.

1. What

No	False	Right	Corrected
1	What the Sunyaragi cave?	What is the Sunyaragi cave?	To be (is)
2	What does the Sunyaragi cave?	What is the Sunyaragi cave?	To do (does)
3	What the Kingdom do in Sunyaragi cave?	What the Kingdom did in Sunyaragi cave?	Tenses- past (did)
4	What difference between one cave with another?	What is difference between one cave with another?	To be (is)
5	What different between one cave with another?	What is difference between one cave with another?	Type of word (difference)

2. When

No	False	Right	Corrected
1	When the Sunyaragi cave develop?	When the Sunyaragi cave established?	Word choice Develop (establish)
2	When the Sunyaragi cave establish?	When the Sunyaragi cave established?	tenses (established)

3. Why

No	False	Right	Corrected
1	Why does the sunyaragi cave established?	Why was the sunyaragi cave established?	Todo-does (was)
2	Why are the soldiers obedient to King?	Why were the soldiers obedient to King?	Tenses -past (were)

4. Who

No	False	Right	Corrected
1	Who establish the Sunyaragi cave?	Who established the Sunyaragi cave?	Tenses- past (established)
2	Who did established the Sunyaragi cave?	Who established the Sunyaragi cave?	No to do (did)

5. Where

No	False	Right	Corrected
1	Where the location of Sunyaragi Cave?	Where is the location of Sunyaragi Cave?	To be (is)
2	Where does the location of Sunyaragi Cave?	Where is the location of Sunyaragi Cave?	does (is)

6. How

No	False	Right	Corrected
1	How far the Sunyaragi cave from Unswagati 2?	How far does the Sunyaragi cave from Unswagati 2?	To do (does)
2	How way I go to Sunyaragi cave?	How can I get to Sunyaragi cave?	Word choice (can and get)
3	How long Sunyaragi cave established?	How long Sunyaragi cave has been established?	To have (has been)
4	How years Sunyaragi cave established?	How long Sunyaragi cave has been established?	Word choise (years)
5	How years Sunyaragi cave developed?	How long Sunyaragi cave has been established?	Word choice (develoved)
6	How much small caves are there?	How many small caves are there?	Uncountable (much)
7	How many small cave are there?	How much small caves are there?	Singular (cave)
8	How many is the ticket priceto Sunyaragi?	How much is the ticket price to Sunyaragi?	Uncountable (many)

CONCLUSION

All of students still mostly felt difficult making sentence using WH questions. They confused how to use the WH question relaeted to its' function, confused how to choose the word related to the context, confused how to distinguish between verbal and nominal sentence, confused how to use the tenses. After getting treatment, almost all of students understood how to use the wh question well. They had good respond in using WH question for teaching process. Finally, most of them could speak well.

References

Cyril J. Weir. (1990). *Communicative Language Testing*. Prentice Hall Europe. New York.
 Chongnonsee. 2014. *Tourism Promotion and The Use of Local Wisdom*

Through Creative Tourism Process. Thailand

Endang Fauzi. 2015. *Teaching English As A Foreign Language*. Era Pustaka Utama. Surakarta.
 Gerrot Linda, Wignell Petter. 1995. *Making Sense of Fuctional Grammar*. Antipodean Educational Enterpack (AEE). Australia.
 Irvine. 2005. *Mathematics for New Speakers of English*. Saddleback Educational Publishing. United State.
 Mas'ud Fuad. 2000. *Essentials of English Grammar*, Edisi 2. BPFE. Yogyakarta
 Mel Silberman. 2009. *Active Learning*. Insan Madani Islamic Publisher. Yogyakarta.
 Misdi, M. (2014). Abstracts Writing: A Path for Understanding Academic

- Text of Mathematics. *ELT Perspective Jurnal Pendidikan Bahasa Inggris*, 1(2).
- Richards, Jack C. 2008. Professional Development for Language Teachers. Cambridge University Press. America.
- Sugiono. 2015. *Metode Penelitian dan Pengembangan*. CV. Alfabeta. Bandung.

About the author

Devi Siti Sihatul Afiah, M.Pd. is a lecturer of the department of English Education, University of Swadaya Gunung Djati