

An Analysis of Students' Speaking Ability of The Second Grade MAN 1 POLMAN; An Overview of Covid-19 Adapted Learning

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ABSTRACT

The purpose of this study was to analyze the speaking ability of class XI EXACT MAN 1 POLMAN students in the 2020 academic year. This research is a descriptive qualitative research. Data collection techniques used speaking tests and questionnaires. Researchers took 10 students as research subjects. The results showed that the students were able to speak English well in terms of fluency and pronunciation. As for the results of the student perception questionnaire, the researcher found that vocabulary is one of the problems experienced by students when they want to speak English and have difficulty pronouncing words correctly so they are afraid of being wrong. And sometimes it's difficult to make sentences correctly.

Keywords: Speaking Ability, Fluency, Pronunciation

ABSTRAK

Tujuan penelitian ini adalah untuk menganalisis kemampuan berbicara siswa kelas XI EXACT MAN 1 POLMAN tahun pelajaran 2020. Penelitian ini merupakan penelitian kualitatif deskriptif. Teknik pengumpulan data menggunakan tes berbicara dan angket. Peneliti mengambil 10 siswa sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa siswa mampu berbahasa Inggris dengan baik dalam hal kefasihan dan pengucapan. Adapun dari hasil angket persepsi siswa, peneliti menemukan bahwa vocabulary merupakan salah satu masalah yang dialami siswa ketika ingin berbicara bahasa Inggris dan kesulitan mengucapkan kata dengan benar sehingga takut salah. Dan terkadang sulit dalam membuat kalimat dengan benar.

Kata kunci: Kemampuan Berbicara, Kefasihan, Pengucapan

INTRODUCTION

Speaking is one of the very popular skills in English language learning. However, the lack of vocabulary, shame and fear is wrong, sometimes making people choose silent while learning English is ongoing. Today, good English skills, will open great opportunities to get good jobs in multinational companies that do require good English skills, to complement international relations with the English language to be able to compete in the globalization era. At the time, speaking has the

right to speak in public without exception. Especially in this day and age, being able to speak in public properly and correctly has become part of one's lifestyle. It's ready for everyone who wants to improve their quality of life, improve their career, achieve higher success, and be skilled at public speaking.

In Indonesia, English is a foreign language to learn. In practice both teachers and students still face many problems during the learning process. According to Fika Megawati (2016), from the result obtained through a

questionnaire, all students have diverse opinions about the skills that are the most difficult to master. The results show that speaking is at the highest level. Some factors that became the reason why they chose speaking were as follows; lack vocabulary in English, difficulty memorizing, difficult pronunciation because it was very different from Indonesian, fear of making mistakes, fear of being laughed at by friends, and lack of knowledge of grammar. Some of the factors that cause student difficulties lie in students' affective factors. Therefore, the researcher will analyze more about students' speaking abilities. To achieve the target in English, the researcher will ask a number of questions to see students' abilities in students' vocabulary and fluency in English. With that, students must talk about them through conversation.

The previous study was done by Siagian and Adam (2017) carried out research about An Analysis of Students' Anxiety in Speaking. This research is qualitative descriptive. The subject in this study is tenth grade of SMK Indomalay School Batam in Academic year 2015/ 2016. The totally number is 22 students. The data collected by Interview and questionnaire. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and the low English proficiency . and the students' strategies yo overcome speaking anxiety were peer speaking, preparation, relaxation, positive thinking and resignation.

This study was in line with a study undertaken by Surinah, Antoni and Rasyidah (2015) take on research about An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir. This research used also descriptive qualitative research design where the writer described and analyzed the students' errors in speaking skill. The population of this research was taken from the second grade students' at SMP 8 Rambah Hilir in Rambah Hilir district is about 21 students'. Based on the result, the writer concludes that the second grade students' of SMP 8 in Rambah Hilir district year

2014/2015 in speaking were good in speaking skill. The result of the analysis showed that 67% out of 21 students have good speaking ability, 33% of 21 students had average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking ability is good.

METHOD

In this research, the researcher employed a descriptive qualitative research. The researcher analyzed the students speaking ability on the second grade MAN 1 POLMAN. The researcher was conducted at MAN 1 POLMAN and only observed students' speaking ability from that school. The researcher was conducted the observation on August 2020 in this research, the researcher used purposive sampling. There were 10 participants to explore students' speaking capacity with a interactive speaking test; face to face conversation with 6 questions for analyze speaking ability.

This study also applied open-ended questionnaire to analyze students' perception on speaking. To find the right data on analysis students' ability, researchers was analyze through the speaking test and give the questionnaire to every students. In this study, researchers acted as a major instrument. To collect data, researchers become research instruments. For participant was selected based on 10 students who get the highest score in the classroom. The data were analyzed by using three major phases of data analysis: data reduction, data display and conclusion drawing or verification by Miles and Huberman (1992:6).

FINDINGS AND DISCUSSION

Findings

Researchers used speaking test to support the data. Speaking test is intended to determine the development of students in speaking English by looking at 2 aspects, namely fluency and pronunciation. The researcher uses the speaking test, the results of which have been concluded by the researcher, can be seen in the table below:

Table 1. Speaking Test Result

No.	Initial Name	Fluency	Pronunciation
1	RFK	8	9
2	PTD	3	7
3	RHM	8	9
4	MTM	8	7
5	SI	8	7
6	YSF	8	6
7	MST	8	9
8	AUL	8	7
9	AIN	8	9
10	IRF	8	6
Total Value		7,5	7,6

From the value above regarding student fluency, it shows that these students have the ability to speak English. 9 people have the ability to pronounce answers in English completely while thinking. And there is 1 person who has difficulty pronouncing answers in English, namely still thinking about issuing answers and those given are incomplete.

However, what distinguishes the other 9 students is that 1 person who has this problem often provides pauses and a limited vocabulary so that several times use Indonesian, unlike 9 people who have the same problem, namely still thinking what they want to convey, but the other 9 people are keep trying to use English even though you are still thinking about what to say. Furthermore, based on the average value obtained with a value of 7,5 which explains that class XI students of MAN 1 POLMAN, in speaking English is already able in english. However, still lacking in vocabulary so they cannot convey their opinions well.

The next aspect is pronunciation, there are 4 students who get a score of 9, where the student's pronunciation is correct, easy to understand even with a certain accent. Furthermore, there were 4 students who got 7 points, where there were pronunciation problems consisting of 2-3 wrong words. And finally, there were 2 students who got a score of 6, where there were pronunciation problems many times, which made the researcher have to fully concentrate on listening. Like when students want to say language, but what is said is lence repeatedly.

Based on the average value obtained, the value is 7,6 which explains that there is an error but

does not interfere with the meaning, it can be perfected that students in class XI at MAN 1 POLMAN speak English in terms of pronunciation. Student pronunciation is easy to apply even with a certain accent. From the results of the speaking test above, it can be concluded that students recognize that English is important and they realize that they have to learn English. However, the obstacles for students to be able to master speaking are they lack vocabulary, fear of mistakes and lack of motivation.

Discussion

Students' speaking ability

Researchers used the speaking test to see the development of students in speaking English by looking at 2 aspects, namely: fluency and pronunciation in MAN 1 POLMAN. In addition, during the study the researcher found that students were still afraid of making mistakes, so that students were less sure about the answers to the application. This is supported by Era Wahyu Ningsih (2017), the source of student anxiety in speaking comes from personal and interpersonal, as well as low self-esteem and competitiveness. And the most common source of language anxiety experienced by students is the lecturers' assumptions about the role of the language lecturer that may not always match the needs or expectations of students .

Furthermore, lack of fluency in students is also caused by feeling nervous and tense when speaking because they are not used to speaking directly. This is supported by Khoirul Muslimin (2013), the lack of fluency in students is also

caused by feelings of nervousness and tension when speaking because they are not used to speaking directly and lack of communication skills and experience.

Based on the above statement, this is supported by Fika Megawati (2016), during the learning process of English for one semester, it shows that they are not confident in describing their idols in English even though they have prepared notes to read. While explaining the description of his idol, the sound is very low and the facial expression shows a shy or anxious expression. Besides that, the structure of the language used is not very good. In their study, Horwitz, Horwitz, & Cope (1986) found that primarily, students experienced anxiety when they were assigned to tasks related to two of the four macro skills namely listening and speaking. In the learning process, anxious EFL / ESL students tend to show reluctance to produce complex words or sentences in speaking activities. Horwitz, Horwitz, & Cope (1986) suggested that anxious ESL / EFL students tended to avoid expressing information in complex and long sentences because they might be anxious.

Then, the students' lack of fluency was also caused by a lack of vocabulary so that students could not make good, inaccurate and incomplete sentences. This statement supported by Munirah & Hardian (2016), Vocabulary plays a very important function and role in language skills. Vocabulary can add to a person's knowledge of language so that the knowledge they have is even wider. In addition, the students were still stammering and still thinking in the middle of the conversation. This is also supported by I.G.B. Wahyu Nugraha Putra, in addition to using sentence structures / patterns that are too simple and incomplete, they also forget to place auxiliary verbs in an expression.

Mastery of vocabulary also affects the use of students' sentence structures. Although they have learned how to answer and ask questions according to the correct sentence structure, in reality they have not been able to communicate optimally. The quality of a person's language skills really appreciates the quality and quantity of his vocabulary (Tarigan 1994: 2). The richer the vocabulary they have, the more skilled they are in language. Vocabulary development is a

conceptual development. A systematic program of vocabulary development based on age, sex, income, birth, and social status and geographic factors.

Based on the questions that the researcher gave in the speaking test, the researcher also saw that students realized that English was important and they had to learn English. And they are also motivated to be able to speak English fluently. This, too, is supported by Sudirman's findings; Huzairin (2017) states that from the results and discussion studied, it can be concluded that students' attitudes towards native English speakers, learning orientation, and interest in English are higher than their attitudes towards English class and teachers. This shows that it is necessary to improve the teaching and learning situation in the English class, including the facilities and teaching methods carried out by the teacher.

As for the results of the problems above, it can be concluded that the development of students in speaking English is influenced by several problems, namely lack of vocabulary, fear of mistakes and still stuttering in conveying what they want to convey. Furthermore, the findings of this study were also supported by Catur Widy Asworo (2019), from the results of the study, the students' speaking difficulties covered linguistic and nonb linguistic problems. The linguistic problems include lack of vocabulary, pronunciation, grammar knowledge, while non linguistic problems, namely inhibition, nothing to say, uneven participant, mother tongue interference, anxiety, shyness, lack of self confident and low motivation. To solve the problems, the teacher has strategies such as drilling, brainstorming, role playing and giving the students motivation.

After the researcher analyzes and finds out how students develop in English, the researcher hopes to contribute to the teacher about how to teach English better in the classroom. The findings of this study are also supported by Masoumeh Ahmadi (2017), Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign

language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English.

This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

Therefore, it comes from the results above the statement that the ability of grade 2 IPA 2 students at MAN 1 POLMAN in English is still lacking. Several factors or factors influence that, so that the sentence is not good, mistakes and fears of making mistakes or lack of confidence. However, there are short comings that students have, there is an awareness of students in learning English that students state that English is important for them to know because there are many benefits they can get, such as being able to go abroad and others.

Students' perception about speaking skills

After conducting the research, the researcher found students' perceptions about speaking skills. In questionnaires number 1,2 and 5 students stated that lack of motivation was a problem in mastering speaking, students had difficulty pronouncing English words and students were confused about making sentences in conversation. This is reinforced by the results of research by Fika Megawati (2016), which states that the most skilled skill is speaking, the reasons are lack of vocabulary in English, difficulty memorizing, difficult pronunciation because it is very different from Indonesian, fear of making mistakes, fear of being laughed at by friends, and lack of grammar knowledge.

Furthermore, questionnaires 3 and 7 stated that students distinguished words that had almost the same pronunciation and did not understand

English. This statement is supported by Dewi Kurniawati (2016), stating that the factor of students being lacking in English has 2 factors, namely internal factors which state that the habits of students who do not practice listening to English so that it is difficult to distinguish the pronunciation is almost the same. and external factors are material that is difficult to understand, and the place or class is not very supportive for listening to students, so that students sometimes do not understand English.

On the 4th and 8th questionnaires, students had the same perception, namely that they agreed that in speaking the students had difficulty making correct sentences and they lacked confidence in speaking. This is supported by Fika Megawati (2016), who states that students tend to choose speaking as something that is difficult to practice. The results of video recordings show that passive students indicate that students lack self-confidence and cannot describe fluently.

The 6th and 9th questionnaires, students' perceptions stated that students were afraid of speaking wrongly. This statement was supported by Dewa Ayu Ari Wiryadi Joni and Putu Ayu Paramita Dharmayanti (2016), stating that the factors that influence their level of anxiety in speaking English are anxiety and in communicating English, self-anxiety when facing exams and fear of negative judgments from others. Finally, questionnaire namely the 10th questionnaire, students agreed that a lack of motivation was one of the students lacking in speaking. This is supported by Ilham Taufiqurrochman (2018), which states that lack of motivation is a factor in students' lack of speaking English. while the most dominant result is the factor of hope to get praise.

Based on the results of the student questionnaire, the researcher draws several conclusions about students' perception of speaking skills. Based on questionnaire data, the researcher found that the lack of vocabulary was one of the problems experienced by students when they wanted to speak English and had difficulty pronouncing words correctly. Furthermore, students sometimes get confused and find it difficult to make sentences correctly. Then do not really understand what was said so that they are afraid of being wrong. Support by Juhana, who said that the causes of student

problems in mastering speaking skills were: lack of confidence, fear of making mistakes, shyness, anxiety, and lack of motivation. It can be concluded that the current development of speaking English is influenced by lack of vocabulary, fear of mistakes, and confusion in pronouncing in English with correct sentences so that it is still halting.

Furthermore, the findings of this study were also supported by Fika Megawati (2016), from the results obtained through a questionnaire, all students had diverse opinions about the most difficult skills to master. Not a single skill was overlooked. However, when compared to one language ability, the results show that speaking is at the highest level. Some of the factors that became their reasons for choosing to speak are as follows; lack of vocabulary in English, difficulty memorizing, difficult to pronounce because it is very different from Indonesian, fear of making mistakes, fear of being laughed at by friends, and lack of grammar knowledge.

And forward, the findings of this study were also supported by Cucu Sutarsyah (2017), in relation with the result of speaking performance test, the questionnaire of speaking anxiety showed that nervousness is dominant factor followed by worry and tension. Nervousness can occur when learners do not have self-reliance in their performance. This happens if they do not have linguistic competence to produce their language performance. On the other hand, the language teacher should encourage learners to communicate and create situation to have a real language use in the classroom.

CONCLUSION

The development of students in speaking English from 2 aspects studied, namely aspects of fluency and pronunciation. Students are confused about making sentences to be conveyed so that when they want to express what they want to convey, students are still thinking and what is being said is not complete. As well as the way students pronounce that there are still not quite right, such as students want to pronounce the *language* but what is pronounced *Lenge*.

Students' perceptions of speaking skills, the researcher found 10 factors in terms of speaking

mastery or in speaking habits. Namely; first, lack of vocabulary is one of the problems students experience when they want to speak English. Second, students have problems pronouncing English words. Third, students find it difficult to distinguish words that have almost the same pronunciation in speaking English. Fourth, students find it difficult to make correct sentences. Fifth, students confused sentences in the conversation. Sixth, the students felt they could not speak English fluently because of inaccurate punctuation, rhythm, stress and correct intonation. Seventh, students sometimes do not understand what other people say in English. Eighth, lack of confidence is one of the causes of problems faced by students in mastering speaking. Ninth, the fear of mistakes is one of the causes of problems faced by students in mastering speaking. And tenth, lack of motivation is also one of the causes faced by students in mastering speaking.

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