

The An Analysis of Students' Speaking Ability on Specific Purpose of Learning.

Ilham¹ Moh. Fauzi Bafadal² Muslimin³

1,2,3, Muhammadiyah University of Mataram, Indonesia

ilhamsuri2015@gmail.com

fauzi.bafadal@gmail.com

Magenda.muslimin@gmail.com

ARTICLE INFO

Article history:

Received

Revised

Accepted

Keywords:

Speaking, Specific Purpose, Learning

ABSTRACT

Learning English subject matter using Modal auxiliary verbs is felt difficult for students especially in creating simple sentences. Based on the results of the initial researchers' observations at SMPN 7 Mataram, English learning is still dominated by conventional learning. Therefore class VIII must be given an action in the form of more effective. The objectives of this research were to find out the students' speaking English ability on specific purpose of learning in academic year 2018/2019. This research focus on the specific material in learning at the second semester students' of Planology Study Program in academic year 2018/2019. This research used a descriptive quantitative research. The total number of population of this research was 50 students. The researcher took the sample by using a purposive sampling. Thus, the total number of sample was 20 students. In data collection, this research used oral monologue test. The researcher used descriptive statistics to analyze the data that indicated general tendencies in the data (range, mean, and median). Based on the data found that the students got minimum score was 45, maximum score was 82, range score was 37 and mean score 63.75. In this case, the students' speaking English ability on specific purpose of learning were on the good level. It can be concluded that the students were able to speak English on specific purpose of learning.

I. Introduction

Learning a language requires a process, a process to know how to produce the language. There are some theories has explained how we learn the language. Lightbown and Spada (2000: 9) say that learning language is the result of imitation, practice, feedback on success and habit formation. That assumption is difference with Chomsky view. He said that learning the language as biological process.

In this case, learning the language is the complex process the how to learn it. It is possible the human should learn the language continuously; it should be practiced every day or every time. Speaking the language such as English language is required in order to understand an English language.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Chaney, 1998:13 in Kayi, 2006). Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use their own languages.

Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. In this case, speaking is a complex skill that involves the knowledge of sounds, structures, and vocabulary and culture subsystems of language. It means that speaking is the productive skill in using the language. So, speaking is an activity to produce

the language to communicate among others in a group, society as a manifestation of one's language competence.

There are some problems on teaching speaking during the teaching and learning process. According to Hughes, there are some proficiency descriptions of speaking English such as accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2003: 131-132). So, the mistakes are made by the students in speaking language where they could not spelling well the words and they were not suitable with grammatical rules, and less of vocabulary mastery and did not fluently.

The other problem, there are still students have negative paradigm of English. English as a foreign language is difficult to be learned, such as its written are different to be spelled. It makes them get lower motivation and did not enthusiasm to the teaching and learning.

According to the learners of English as a foreign language have a choice of language variety to a larger extent than second language, while a Ministry of education elaborated in Jazadi (2008: 10) that teaching English as a foreign language was intended to equip students to read textbooks and references in English, to participate in classes and examination that involved foreign lectures and students, and to introduce Indonesian cultures in international areas.

In this case, the researcher would like to analysis the students' speaking English ability on specific purpose of the learning. A researcher tries to analysis the students of planology study program ability in speaking English

II. Review of Related Theory

A. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13 in Kayi, 2006). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

A type of speaking means that is reflects in the types of language which is used. Bygate (1987) in Nunan (1995: 40) suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative.

Furthermore, Brown (2003: 140-141) points out some types of speaking:

1. Imitative

Imitative means type of speaking performance is the ability to simply parrot back (imitate) word or phrase or possibly a sentence.

2. Intensive

Intensive is a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements: intonations, stretch, rhythm, and juncture).

3. Responsive

Responsive means interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

Interactive means that the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants.

5. Extensive

Extensive oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Above types of speaking activities, the students specify will actually do with the input which forms the point of the departure for the learning task. In this case, Thornbury (2005: 90-91)

suggests some criteria for speaking task in order to maximize opportunities and increase the chances that learners will experience autonomous language use. First, productivity, a speaking activity needs to be maximally language productive in order to provide the best condition for autonomous language use.

Secondly, purposefulness, making sure that the speaking has a clear outcome, especially one which requires learners to work together to achieve a common purpose. Thirdly, interactivity, activities should require learners to take into account the effect they are having on their audience. Fourth, challenge, the task stretch the learners. Fifth, safety, the learners need to feel confident. Sixth, authenticity, speaking task also should have some relation to real life language use.

B. English for Specific Purpose

English for Specific Purpose is just one of branch of EFL/ESL, which are themselves the main branches of English language teaching in general. English for Specific Purpose is an approach to language learning, which is based on the learners 'need (Hutchinson, 1991: 7).

Language learning is conditioned by the way in which the mind observes, organizes, and store information. In order the words, the key to successful language learning and teaching lies not in the analysis of the natural language but in understanding the structure and process of the mind. There some theories of language learning.

Theories of Learning

1. Behaviorism

This theory is focused on learning as habit formation. In this case, learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus response sequence. So, this theory should reflect and imitate the perceived processes of mother tongue learning.

2. Cognitive

This theory is focuses on the learners as thinking beings. The cognitive view takes the learner to be an active processor of information. Thus, learning is a process in which the learner actively tries to make sense of data, and learning can be said to have taken place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data.

Need Analysis

The distinguish ESP from general English is not the existence of a need as such but rather than an awareness of the need. If learners, sponsors, and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. In this case, there some points to analyze the students' need namely necessities, lack and wants.

Approach to Course Learning

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching and learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.

According to Hutchinson (Hutchinson, 1991:65) there are three main types of course design namely language centered, skill-centered and learning centered. The language centered process aim to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course. Secondly, skill centered process tries to avoid the problem by removing the distinction between the ESP course and the target situation. The learning centered is based on the principle of learning is totally determined by the learner.

C. Evaluation and Assesing Speaking

A test is a method of measuring person's ability or knowledge in a given domain (Brown, 2003:3). It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance activity with the purpose of measuring the learners' attainment of specified criteria. However, assessment encompasses a much wider than tests. Whenever the students responds to a question, offers a comment, tries out a new word or structure, the teacher makes an assessment of the students' performance.

Brown (2003: 172-173) elaborates five components the assessment of speaking skill concerned with contentgrammar, vocabulary, comprehension, pronunciation, and fluency.

- a. Grammar
It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form 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.
- b. Vocabulary
Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.
- c. Comprehension
It means how far students' ability to respond to oral communication. Students should be able to understand whatever the speakers say.
- d. 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 a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.
- e. 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.

On the other hand, Thornbury (2005: 127-129) divides the criteria of speaking test into four categories: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

- a. Grammar and Vocabulary
On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level.
- b. Discourse Management
Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.
- c. Pronunciation
This refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, i.e. it refers to the production of individual sounds, the appropriate linking of words, and the use of the stress and intonation to convey the intended meaning.
- d. Interactive communication
This refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and the required speed and rhythm to fulfill the task requirements.

Furthermore, Hughes (2003: 131-133) gives a wide explanation in evaluating the speaking ability. Those are as follows:

- a. Accent
It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation pattern. The listeners are supposed to play them well and correct.
- b. Grammar
Grammar has a role in spoken and written language. To get a result in a good speaking ability, a student should obey the roles of grammar. In writing, a student can also find the grammar role in pronunciation, morphology and syntax.
- c. Vocabulary
Vocabulary is one of the linguistic factors in which it is the total number of words that make up the language. Vocabulary is very essential because the students can not speak more if they have a limited vocabulary.
- d. Fluency
We already know that one of the good criteria in English speaking is being able to speak English well and fluently. Speaking fluently here means the speed of speaking. However, speaking fast does not always mean speaking correctly. Some can be said fluent in speaking if the students

can say the words fluently with a good grammar with higher speed. English fluency of course make the students communicate their ideas, thought, and feeling easily in any situations.

e. Comprehension

It meant that the minds or power of understanding. In speaking, the speaker and the listener must have good understanding, so that the comprehension for oral communication certainly requires a subject to respond the speech as well as to initiate it.

From some of the linguists' concept above, in evaluate the students' speaking ability; this research refers to the Hughes opinion. Because of his opinion is related to this research

III. Research Method

This research was conducted at Planology Study Program of Engineering Faculty, Muhammadiyah University of Mataram from March to April, 2019. This research used descriptive quantitative research. It means that the researcher elaborate the data based on the statistical analysis.

A population is any group that is the subject of research interest (Goddard and Melville, 2006: 34). On the other hand, Population is a group of individuals who have the same characteristics (Creswell, 2008:151). So, a population is any set of items, individuals, etc. that share some common and observable characteristics. The population of this research is the second semester students of Planology Study Program of Engineering Faculty, Muhammadiyah University of Mataram in academic year 2018/2019. There are two classes namely class a and class B. Each class consists of 25 students. So, the total number of second semester students of Planology Study Program of Engineering Faculty is 50 students.

Ary, et all (2010: 148) define that sample is a portion of population. The other definition Creswell (2008: 152) points it out that a sample is a subgroup of the target population, researchers then select a sample for study. It means that a sample as the part and the target of the research. In this case, Kothari (2004:55) says that selected respondents constitute what is technically called a "sample". Furthermore, the researcher gets the sample by using purposive sampling. In this case, the sample taken based on the purpose of this research. So, the researcher takes the sample 20 students from the total number of population.

In collecting the data, the researcher uses documentation. The researcher records the students speaking by using video. In this case, the student speaks English monologue. There are some steps in collecting data as follows:

- a. Researcher gives explanation what the purpose of this research.
- b. Students speak monologue in front of the class
- c. The researcher records the students' speaking
- d. The researcher make transcript based on the students' speaking

To analyze the data obtained needs a certain technique. This analysis is related to the computation in answering the problem statement. To analyze the data, the researcher applied an appropriate technique in order to find out the answer of problem statements in this research namely descriptive analysis. Descriptive statistics are used to summarize data from both pre-established and quantitative self-developed instruments using either graphical or mathematical procedures. Descriptive analysis indicates general tendencies in the data (mean, median, mode), the spread of score (variance, deviation, and range), or a comparison of how one score relates to all others (Creswell, 2008: 190).

IV. Findings

Based on the data observation, during teaching and learning showed that the students were actively and discipline. The students were inspired to learn when teaching and learning process. The students tried to understand and elaborate the material to be taught. It can be found based on the students' score at the table 4.1 below.

Table 4.1
Students Speaking Score

NO	ST	SCORE					TS
		A	G	V	F	C	
1	RK	2	24	16	8	15	65
2	SA	3	30	20	10	19	82
3	AN	2	24	12	10	19	67
4	TT	2	24	16	8	15	65
5	HK	2	24	16	10	19	71
6	NL	3	30	20	10	19	82
7	EK	2	24	16	10	19	71
8	MP	2	18	16	8	15	59
9	AM	2	18	16	8	15	59
10	DA	2	18	12	10	15	57
11	DH	2	24	16	10	19	71
12	DN	3	30	16	10	19	78
13	DS	3	30	16	10	19	78
14	I	2	18	12	6	15	53
15	DW	2	18	12	8	5	45
16	R	2	18	12	8	15	55
17	AR	2	18	12	6	12	50
18	HS	2	18	12	6	15	53
19	DMP	2	18	12	6	15	53
20	NT	2	24	12	8	15	61

Based on the table above, it can be interpreted that there were 4 students who got score between 73-82, there were 6 students who got score between 63-72, who got 53 to 62 only 8 students and 2 students who got score 43 to 52.

V. Discussion

In getting the result of this research, the researcher analyzed by using descriptive statistic data. It can be elaborated based on the table below.

Table 4.2
The frequency of Distribution

No	Classification	Score	Frequency of Distribution		
			Frequency	Relative	Cumulative
1	Very excellent	93-99			
2	Excellent	83-92			
3	Good to excellent	73-82	4	20%	20%
4	Good	63-72	6	30%	50%
5	Fair to good	53-62	8	40%	90%
6	Fair	43-52	2	10%	100%
7	Poor to fair	33-42			
8	Poor	26-32			
9	Very poor	16-25			
			20	100%	100%

Table 4.3
Result of Descriptive Statistic Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Nilai_Siswa	20	37	45	82	63.75	11.016
Valid N (listwise)	20					

Based on the table above, it can be explained that the students got minimum score was 45 and maximum score was 82. Otherwise, range score was gotten 37 and mean score was gotten 63.75. it means that the student ability in speaking English on specific purpose of learning were in the level good.

VI. Conclusion and Suggestions

Based on the results of this research, it can be concluded that the student ability in speaking English on specific purpose of learning were in the level good.

References

- Ary, D. et al, 2010. *Introduction to Research in Education*. Canada. Wadsworth Cengage Learning.
- Brown, H.D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Addison-Wesley Longman.
- Brown, H.D. 2003. *Language Assessment; Principles and Classroom Practices*. California. Longman.
- Cohen, Louis, et all. 2007. *Research Method in Education*. London and New York. Routledge.
- Creswell, J. W. 2008. *Educational Research*. New York. Pearson Education.
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed, Methods Approaches*. California: Sage Publications, Inc.
- Dornyei and Murphey. 2003. *Group Dynamics in the Language Classroom*. USA. Cambridge University Press.
- Goddard and Melville. 2006. *Research Methodology; an introduction*. Lansdowne. Juta & Co. ltd.
- Harmer, J. 2001. *The Practice of English Language Teaching (Third Edition)*. United Kingdom. Pearson Education.
- Harmer, J. 2007. *The Practice of English Language Teaching (Fourth Edition)*. United Kingdom. Pearson Education.
- Harmer, J. 2011. *How to Teach English*. United Kingdom. Pearson Education.
- Heinich, R, et all, 1996. *Instructional Media and Technologies for Learning*. Prentice-hall. USA
- Hornby, AS. 2005. *Oxford Advanced Learners Dictionary*. Oxford University Press. New York.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. United Kingdom. Cambridge University Press.
- Kothari, C.R. 2004. *Research Methodology; Methods and Techniques*. New Delhi. New Age international Publisher.
- Kurniawati. 2010. *A Thesis: The Effectiveness Of Using Communicative Approach In English Teaching To Improve Student Speaking Skill At The Second Year Students Of SMPN 15 Mataram In Academic 2010-2011*. Mataram. UM. Mataram

- Lightbown and Spada. 2000. *How Language are Learned*. New York. Oxford University Press.
- Luoma, Sari 2004. *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. 1995. *Language Teaching Methodology; A Text Book for Teachers*. New York. Prentice Hall International.
- Nunan, D., 2003. *Practical English Language Teaching*. New York. McGraw-Hill.
- Nunan, D. 2001. *Designing Task for the Communicative Classroom*. USA. Cambridge University Press.
- Thonrbury, S. 2005. *How to Teach Speaking*. New York. Longman.