

**An Analysis of the Second Year Students' Speaking
Ability to Describe Animal Using Picture at SMP N 34 Padang**

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Abstract

The purpose of this research was to describe the second year students' speaking ability to describe animal using picture at SMPN 34 Padang. In describing animal, students should consider 5 aspects, they are the ability in expressing content of describing animal, using the correct grammar in sentences, using appropriate vocabulary, pronouncing the words correctly, and students' fluency in describing animal. The population of this research was the second year students of SMPN 34 Padang. The total number of sample member was thirty (30) students chosen by using cluster random sampling technique. The data were collected through speaking test by asking them to describe animal using a picture orally. To make the test reliable, the writer tried out the test. It was found that the reliability index of the test was high (.74). It means the test was reliable. Then the test was valid in terms of content validity. The result of this research showed that in general the speaking ability of the second year students of SMPN 34 Padang to describe animal using picture was high. It was proved by finding that 53.3% students had high ability. In detail, the students' ability in expressing content of describing animal using picture was low, students' ability in using grammar in sentences was high, students' ability in using appropriate vocabulary in describing animal using picture was high, students' pronouncing the word in describing animal using picture was low, and student's fluency in describing animal using picture was low.

Key words: Speaking, Ability, Describing Animal, Grammar, Vocabulary, Pronunciation, Fluency.

Introduction

In this era, English becomes an important language in the world. It is used as the mean of communication among nations in the world and many mass media whether printed or electronic, and also some scientific books are written in

English. Many companies also recruit the employments that have good ability in English. Based on the fact above, English becomes compulsory subject at Junior High School up to university level in Indonesia.

Byrne (1981:16) says that, language is a means of communication. Although language is not the only form of communication among human beings, it is certainly the most important. Further more, Byrne (1981:16) mentions that language is central to human experience and if we are to understand the process by which men communicate with one another, we must look closely at the human capacity for language and at the particular qualities of language which enable us to play so powerful a role within us and between us.

In learning English, there are four skills that have to be mastered by students, they are listening, speaking, reading and writing. As a productive skill, speaking and writing can be seen on the students' work such as students' writing, and in speaking skill, the students produce the language orally, speaking has been taught since primary school. Through speaking, one can express his or her thought, idea and feeling to other directly.

To make a good conversation between two people or more, a speaker must think the idea to express in good pronunciation, be aware of the grammatical, lexical, and cultural needs. According to Richards and Renandya (2002: 206), the components underlying speaking proficiency are grammatical competence, discourse competence,

sociolinguistics competence, and strategic competence.

Grammatical competence involves grammar, pronunciation, vocabulary, accuracy and fluency. A good speaker is determined by the ability in using the right and the clear language. To do this activity, the speaker has to pay attention to the grammar, pronunciation, vocabulary, accuracy and fluency.

In speaking English, there are thirteen activities that can be done by students such as group discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the differences (Kayi, 2006).

As one of the activity in speaking, picture description has been taught in the first year student of junior high school. Students are asked to describe something like place, people, animal, and building using a picture. The goal of this activity is that the students can express their idea about animal, things, and person.

Based on the writer's observation at SMP N 34 Padang, most students have ability in listening, reading, and writing. It means that when they are doing the assignment about reading, listening, and writing, they often get good mark, but the writer did not know their ability in

speaking. It can be known when the writer asked questions or communicate with students using English, the students pretended to answer or respond using his/her mother language, even when they were asked to do speaking activity, they just kept silent in their own seat.

Based on the reason above, the writer was interested in doing research on the second year students' speaking ability in describing picture at SMP N 34 Padang.

Research Method

The design of this research was descriptive research. Descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study (Gay: 1987:189). In this research, the writer describes the students' ability to describe picture orally.

The population of this research was the second year students of SMP N 34 Padang. The population was 224 students, they were distributed into seven classes; VIII₁, VIII₂, VIII₃, VIII₄, VIII₅, VIII₆, and VIII₇, and each class had 32 students. The reason of the writer to choose the second year students of SMP N 34 Padang was because they studied about descriptive text..

There are many sampling techniques that can be used in taking a sample, but the writer chose cluster random sampling technique. Cluster random sampling was chosen because the population has been grouped, each group had the same teacher, syllabus, and teaching material, it means it is homogeneous.

The sample of this research was the students in class VIII₃ as a sample for try out, and VIII₄ as a sample for real test. The try out did, to know about the time allocation in doing the test by the students, and the writer also knew about the clear of instruction of the test.

The instrument that was used to collect the data in this research was speaking test, picture description. The writer gave some pictures to the students, and they were asked to choose one of the pictures and they described the picture based on their knowledge in front of their friends in three until five minutes.

The criteria of a good test are valid and reliable. The test is valid if it measures what is supposed to be measured. The writer used content validity in this research. Arikunto (2006:67) states that to get the validity test, this test was constructed based on curriculum, syllabus and teaching materials. In speaking test, it is necessary to record students' short talk

(describing picture). To know the reliability of the test, the writer used inter-rater technique. It means the writer used two scorers. To find out the reliability of the speaking test, the writer used Pearson Product Moment formula (Arikunto, 2009).

The writer used the degree of coefficient correlation based on Arikunto's idea (2005:75):

In fact, after giving test to the students, the writer found the coefficient correlation of the scorers was .74, it had high correlation (based on Arikunto's idea).

In analyzing reliability of the data, the writer used interrater technique, (two scorers). In analyzing data, Mean (M) calculation was used to measure the students' ability to describe a picture. Then, the writer analyzed the score to know how many students got high and low ability. To analyze the data, the writer used the procedures as follows:

1. The writer analyzed the data from oral speaking test and the writer did some steps as follow:
 - a. The two scorers played the record and made transcription.
 - b. The two scorers gave the score of students' ability.

- c. The writer calculated the scores of all the components based on the criteria above.

2. The writer counted the average score of two scorers by using the formula.

3. The writer calculated the Mean (M) of average score of two scorers.

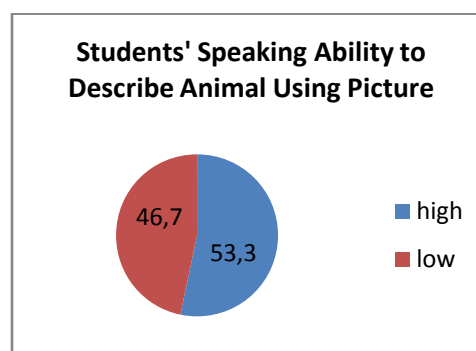
4. The writer classified the students' ability into high and low ability.

5. The writer calculated the percentage of students who had high and low ability in speaking by using the formula.

Finding

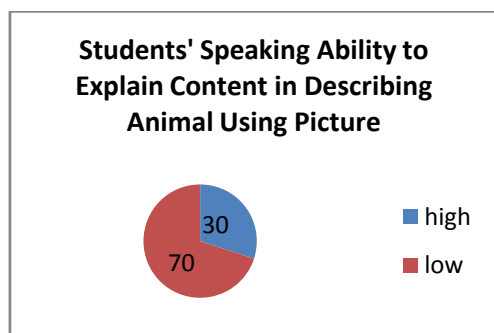
Based on the data analysis, the highest score was 85 and the lowest score was 42.5 (see Appendix 10). After calculating the Mean, the writer got Mean 56.25 (see Appendix 11). The result of the data showed that 16 students (53.3%) had high ability, and 14 students (46.7%) had low ability (see Appendix 11 and 12). In order to be clear, the result can seen on the following diagram:

Diagram 1



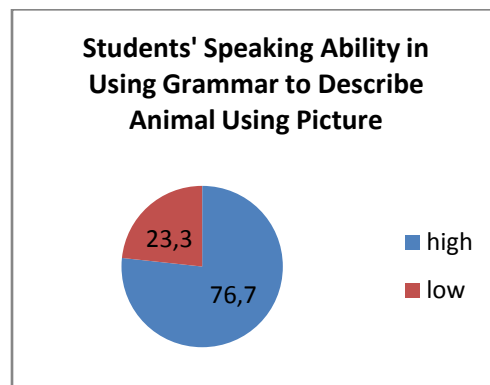
To find out the students' ability in explaining the content of the description, the writer firstly counted the students' score. The highest score of this component was 20 and the lowest one was 10 (see Appendix 13). After calculating the mean, it was found that the mean was 13 (see Appendix 14). The result of the data analysis showed that there was only 9 students had high ability (30%), 21 students had low ability (70%) (see Appendix 14 and 15). It can be seen in the diagram below:

Diagram 2



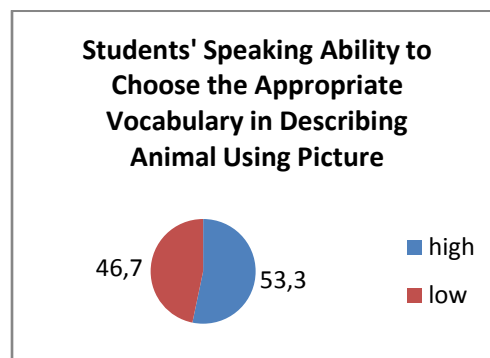
Based on the calculation of students' speaking score, the highest score of this component was 20 and the lowest one was 5 (see Appendix 16). Data analysis also demonstrated the mean 9,7 (see Appendix 17). The data analysis also showed that 23 student (76.7%) had high ability, and 7 students (23.3%) had low ability (see Appendix 18). It can be seen from the diagram below:

Diagram 3



In term of choosing the appropriate vocabulary in describing an animal using a picture, the result of the data analysis showed that the highest score was 15 and the lowest one was 10 (see Appendix 19). The data analysis also demonstrated the mean 12 (see Appendix 20). The data analysis also showed that 16 student (53.3%) had high ability, 14 students (46.7%) had low ability (see Appendix 20 and 21). It can be seen from the diagram below:

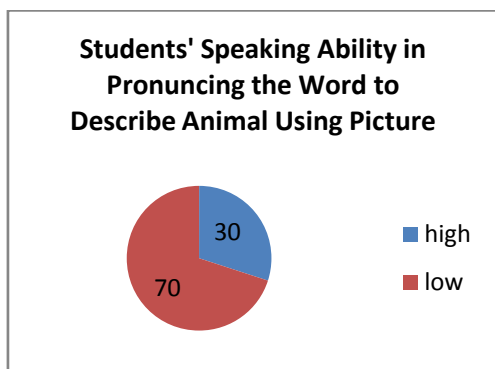
Diagram 4



In term of pronunciation, the highest score for this component was 15 and the lowest one was 5 (see Appendix 22). It also showed the mean 10.58 (see Appendix 23). The result of the data showed that 9 students (30%) had high

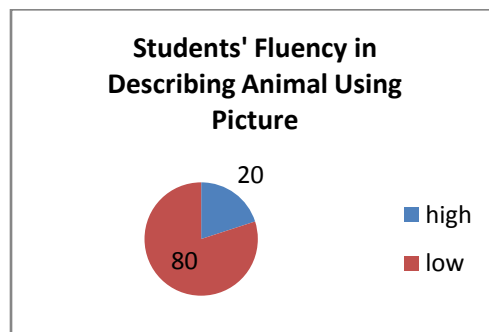
ability in pronouncing the word, 21 students (70 %) had low ability (see Appendix 23 and 24). It can be see from the diagram below :

Diagram 5



In term of students' fluency in describing person using a picture, the writer found that the highest score was 15 and the lowest one was 10 (see Appendix 25). The data analysis also showed the mean 10.8 (see Appendix 26). The result of the data analysis showed that there were 6 students (20%) who had high ability in fluency, and 24 students (80%) who had low ability (see Appendix 26 and 27). The diagram below showed the percentage of students' fluency :

Diagram 6



Discussion

Based on the findings, the writer found that the students' speaking ability to describe animal using a picture as followed:

1. In terms of content, they had low ability because 70% students were categorized in low ability (Appendix 15). Some of them did not state the identification of the animal completely. The students did not mention the characteristic of the animal, they just mentioned the kind of animal such as the student 1 did (transcription 1).
2. In the aspect of grammar, they had high ability because 76.7% students were categorized in high ability (see Appendix 18). Some of them understood the use of *verb+s/es*, for example they said that Betty eats some milks (see transcription 3). The same case was also did by student 15 (transcription 15).
3. In the aspect of using appropriate vocabulary, the students also got high ability because 53.3% students had been classified into high ability (see Appendix 21). In this case, almost the students

understood about how to use appropriate vocabulary in sentence.

4. For the terms of pronunciation, the students had low ability because 70% students had been classified in low ability. In this case, some students did not pronounce the word correctly, such as the word “eyes” was pronounced as /eyes/ but the correct one is /ais/, the word “body” was pronounced /bodi/ but the correct one is /badie/, and there were many other mistakes, like the word “cute” was pronounced /cut/ but the correct one is /kyuwt/.
5. In terms of students’ fluency, they also had low ability because 80% students had been classified in low ability (see Appendix 27). Some students spoke very slowly as if there were thinking something, some of them spoke confusedly and repeated the word that they pronounced.

Conclusions

Based on the finding of the research, the writer concluded that:

1. In general, the student’ speaking ability of SMP N 34 Padang to describe animal using a picture was high.
2. The students’ ability in expressing the content of describing animal using a picture was low.
3. The students ability in using grammar to describe animal using a picture was high.

4. The students’ ability to choose and use the appropriate vocabulary was high.
5. The students’ ability to pronounce the word in describing animal using a picture was low.
6. The students’ fluency in describing animal using a picture was low.

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