

AN ANALYSIS OF THE FIRST YEAR STUDENTS' SPEAKING ABILITY IN TELLING FUTURE PLANS AT SMAN 1 SUNGAI LIMAU

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Abstract

The aim of this research was to describe the speaking ability of the first year students at SMAN 1 Sungai Limau in telling future plans orally in English. The design of this research was descriptive method. The population of this research was the first year students at SMAN 1 Sungai Limau. The total number of population was 157 students. They were distributed into seven classes, class X MIA 1, X MIA 2, X MIA 3, X MIA 4, X IIS 1, X IIS 2, X IIS 3. The researcher used stratified cluster random sampling technique to select the sample. The total number of sample members was 42.

The data were collected by using oral test. The researcher asked students to tell their planning in front of the class orally. The researcher only measured the ability of the first year students' speaking in telling future plans by considering five components of speaking: (content, grammar, vocabulary, fluency and pronunciation). In analysing the data, the researcher did several steps. Firstly, she presented the raw score of each sample, calculated average score (M) and standard deviation (SD), classified the students who got high to low ability, and counted the percentage of them.

Based on the result of data analysis, it is indicated that the first year students speaking ability in telling future plans at SMAN 1 Sungai Limau in general was moderate. It was proved by the evidence that 64,28 % of them can tell future plans orally. There were 95,23 % students who had been classified in moderate criteria in expressing ideas (content) in telling future plans, 78,57 % students who had been classified in moderate criteria in using correct grammar in telling future plans, 61,90 % students who had been classified in moderate criteria in using appropriate vocabulary in telling future plans. 52,38% students who had been classified in moderate criteria in fluency in telling future plans, 64,28 % students who had been classified in moderate criteria in pronouncing words in telling future plans.

Based on the research finding, the researcher concluded that the Speaking Ability of the First Year Students in Telling Future Plans was moderate. Relating to this conclusion, she suggested to English teachers to consider proportionally the five components of speaking (content, grammar, vocabulary, fluency and pronunciation in teaching speaking. In addition, English teachers are suggested to provide more practices for those components of speaking. The students are suggested to do more practices to express their ideas orally in speaking English.

Key words: speaking, telling, future plans.

Introduction

Speaking is one of language skills to express feelings or ideas to someone. When someone speaks, it must be listened by others. In addition, someone needs feedback for communicating directly. Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney,1998: 13).

Speaking is important because without speaking nothing can be conveyed. We cannot share something that we want to say to each other without speaking. Good oral communication is essential in every aspect of life and work. Communication is one of the skills that are most highly valued by employers. People with good communication skills have more positive and productive relationships with others. And they were able to get information what they need easily and usually more successful in careers.

As a one of the four basic language skills, students assume that speaking is more

difficult. This is because they have to think of the idea directly with the limited time. Gage in Kusmaryati (2008:5) also states that speaking requires improvisation and spontaneously. Nunan (2003: 48) says that speaking is considered to be more difficult than reading, writing and listening for two reasons. First, unlike reading or writing , speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second , when you speak , you cannot edit and revise what you wish to say. It is so different when you write, you can edit or revise what you want to write.

There are many ideas that they can express in speaking, they are expressing future plan, their daily activity and many other ideas. To express ideas in speaking, the students should master pronunciation, grammar, and vocabulary. Most of students still get difficulties in expressing their ideas in speaking, because the students have lack

of vocabulary, knowledge of grammar and pronunciation. In addition, in speaking they should be able to speak fluently with comprehension. They should also speak clearly in order to make listeners understand about what they talk easily. Eventhough the students have been taught speaking by the teachers, they are still confused about telling future plans.

Based on the result of interview on may 30 2014 the researcher did with English teachers and some students at SMAN 1 Sungai Limau , the researcher found that many students still had problem in speaking and most of them got bad grade of English Subject, specifically in telling future plans. It happened because they cannot master five components of speaking so it is so difficult for them to speak well.

There are several language components that influence the learners to speak English. They are grammar, pronunciation, vocabulary, fluency and comprehension.

Grammar is the structural foundation of ability to express feeling or idea. It is necessary to know grammar to speak English because when they use English grammar well it would be easier for the listeners to understand meaning. Pronunciation is one of components which refers to the production of sound that used to make meaning. Pronunciation is the way to convey something.

Learners with good pronunciation in English are more likely to be understood although they make errors in other areas, whereas it is difficult for the learners with bad pronunciation to understand, although they have good grammar. Vocabulary is commonly defined as all words known and used by a particular person. If you have lack of vocabulary, it is so difficult to say what you want. Fluency refers to the ease of speech. Fluency is the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation.

Students' hesitation can influence their confidence in expressing idea, suggestion, and answering the question during speaking process. Comprehension refers to intelligibility of the speech.

There are various ideas that the students can express. They are telling experiences, telling activity, telling plans or future plans at extensive types of speaking. There are some types of speaking. They are immitative, intensive, responsive, extensive and interactive. In general, the purpose of this research was to find out the first year students' speaking ability in telling future plans were as follows:

1. To find out the first year students' speaking ability to express idea in telling future plans.
2. To find out the first year students' speaking ability to pronounce word in telling future plans.

3. To find out the first year students' speaking ability in using correct grammar in telling future plans.
4. To find out the first year students' speaking ability to use appropriate vocabulary in telling future plans.
5. To find out the first year students' ability to speak fluently in telling future plans.

Research Method

This research was to find out students' ability in speaking. Therefore, researcher used a descriptive method. According to Gay (1987:189), descriptive research is an activity to collect data of the subject of the study in order to test hyphotesis or to answer the questions that concerns with the current status of subject of study. Furthemore, She states that in investigating many kinds of educational problems, descriptive research is useful.

Based on the definition above, descriptive research is a research which find

out a condition and phenomena in order to get the real information. In this study, The researcher described the ability of first year students of SMA Negeri 1 Sungai Limau in telling future plans.

Gay (1987:102) states that population is the group to which a researcher would like the result of the study to be generalized. The population of this research was the first year students at SMA Negeri1 Sungai Limau, who registered in 2014/2015 academic year. The number of population members was 157 students and they are distributed into seven classes; X1, X2, X3, X4, X5, X6, X7.

In this study the researcher used sample because the number was quite large. According to Gay (1987:103), sample is a group that is representative of the population from which it is selected. According to Arikunto (2012) for descriptive description the minimum size of sample is 10%. In this

study the researcher took 28,5 % (two classes) as sample.

There are many sampling techniques that can be used in taking sample, but the researcher used stratified cluster random sampling. Gay (1987: 107) states that stratified cluster random sampling is the process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion that they exist in population.

In this research, the researcher used stratified cluster random sampling because the students were divided into two strata; exact science and social science. The division of classes had been formed from the first grade, because SMAN 1 Sungai Limau has implemented the curriculum 2013. She used random sampling because each class had same opportunity to be sample and all classes were homogenous in terms of teaching materials and time allocation.

In choosing the sample, the researcher wrote names of each class from the exact and social classes in a small piece of paper and put them into two different boxes. Then the researcher mixed them, and then she took out one piece of each box and the classes chosen were class MIA 1 and IIS1. The total members were 42 students.

The instrument used by the researcher to collect the data was speaking test. She used tape recorder as a tool to record the students' speaking. In doing speaking test, there were some topics provided by the researcher. The students chose one of the topics given as follows : job in the future, holiday in the future, and dream house.

Test given should be valid and reliable. According to Arikunto (2012:80), a test is said valid if it is able to measure what it is to be measured. In the other word, the test is valid if it fixes with the material that has been given to the students. To know the validity of the test,

the researcher used content validity. Arikunto (2012:80) states that one of characteristics of a good test is content validity in which the test materials are constructed based on the curriculum and syllabus. Therefore, the test was constructed based on the syllabus and teaching materials of English subject at the first year students at SMA Negeri 1 Sungai Limau.

Reliability is the degree to which a test consistently measures what it is supposed to measure (Gay,1987:135). To have the reliability of the test, researcher used inter-rater method. It means the researcher also had another scorer in order to check the result of the students' test and it was employed in order to minimize the subjectivity. The first scorer was Yelni Derma Saputeri, and the second scorer was Wido Aries Tyo Prabowo. The researcher selected him because his score on speaking subject was A and he was also the best speaker in debate competition at Bung Hatta

University. Both scorers had similar speaking ability.

To find out the reliability index of speaking test, the researcher used the Pearson Product Moment Formula as suggested by Arikunto (2012: 87) as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Then the researcher used the degree of coefficient correlation based on Arikunto's idea (2012: 89):

- .81 – 1.00 = very high
- .61 – .80 = high
- .41 – .60 = moderate
- .21 – .40 = low
- .00 – .20 = very low

Based on the result of data analysis, the coefficient correlation reliability index of this test between two scorers was 0.80. It is categorized as high correlation. It means that the test was reliable and could be used as instrument to collect the data of this study.

Findings

1. Students' Speaking Ability in Telling Future plans.

The results of data analysis showed that the highest score was 20 and the lowest score was 11. Then, the researcher calculated mean and standard Deviation. The mean score of students' speaking ability in telling future plans was 15.75 and standard deviation was 2.56. The results of data analysis also showed that 8 students (19.04%) had high ability, 27 students (64.29%) had moderate ability, and 7 students (16.67%) had low ability.

2. Students' Speaking Ability in Expressing Ideas in Telling Future Plans

In this part, the researcher presents the students' ability in expressing ideas or content in telling future plans. The results of data analysis demonstrated that the highest score was 4 and the lowest score was. After that, the researcher calculated mean and standard deviation. The result of the calculation was that Mean was 3.57 and

Standard Deviation was 0.55. The results of data analysis showed that 0 students (0%) had high ability, 40 students (95.24%) had moderate ability, and 2 students (4.79%) had low ability.

3. Students' Speaking Ability to use grammar in Telling Future Plans

The result of data analysis reveals that the highest score was 4 and the lowest was 1. Then, the researcher calculated Mean and Standard Deviation. The result of the calculation demonstrated that Mean was 2.75 and Standard Deviation was 0.83. The researcher found that 6 students (14.29%) had high ability, 33 students (78.57%) had moderate ability, and 3 students (7.14%) had low ability.

4. Students' Speaking Ability in using Vocabulary in Telling Future Plans

Based on the result of data analysis, it was found that the highest score was 4 and the lowest was 2. It also revealed that Mean was 3.14 and Standard Deviation was 0.61. The result showed that 7 students (16.67%)

had high ability, 26 students (61.90%) had moderate ability, and 9 students (21.43%) had low ability.

5. Students' Speaking Ability in Fluency in Telling Future Plans

The results showed that the highest score was 4 and the lowest score was 2.5. Then, the researcher calculated Mean and Standard Deviation. The result of Mean was 3.30 and Standard Deviation was 0.60. The result showed that 11 students (26.19%) had high ability, 22 students (52.38%) had moderate ability, and 9 students (21.43%) had low ability.

6. Students' Speaking Ability in Pronunciation in Telling Future Plans

The results showed that the highest score was 4 and the lowest was 1. After that, the researcher calculated Mean and Standard Deviation. The result of Mean was 2.92 and Standard Deviation was 0.74. The result showed that 7 students (16.67%) had high ability, 27 students (64.29%) had moderate

ability, and 8 students (19.04%) had low ability.

Discussions

1. Students' Speaking Ability in Telling Future plans.

As already discussed before, the researcher found that the students speaking ability in telling future plans was moderate since there were 64.28 % of them classified as moderate ability. It means that most of the students can speak well through telling future plans, but the students' ability was not yet high. It means that the students still have weaknesses in each component of speaking. It can be discussed, as follows

2. Students' Speaking Ability in expressing ideas in Telling Future Plans

The students' ability in expressing idea or content in telling future plans was moderate because 95.24 % of them classified as moderate ability. Most of them had been classified as moderate criteria in telling future plans. It means that the students were able to speak well and

spontaneously by considering the ideas or content that they delivered. Most of them have understood well, they can make the audience understand to what she/he delivered. Although there were number of students who classified as low ability 4.76 % because they have some problems in expressing idea or content in telling future plans, such as they didnt speak about their planning in the future, or they dont have idea about their planning in the future so that they have difficulty to express future plans.

Example :

The students voice: I will go to the market next morning.

Three options were given by the researcher but, the students were unable to tell one of the topic them in telling future plans. As the sentence above, students were not telling what their plan in the future as options given.

3. Students' Speaking Ability to Use Grammar in Telling Future Plans

The students' ability in using correct grammar in telling future plans was moderate because 78.57% of them classified as moderate ability. It means that in telling future plans the students can consider the grammar well. Most of them understood how to use correct grammar in telling future plans. Grammar that they use was future tense. Although there were 7.14 % of students classified as low ability, because they have some problem in using correct grammar in telling future plans, they did not use correct future tense in telling future plans.

Example :

The students voice : I will went to bali next month and I took some picture there.

The correct one : I'm going to Bali next month and I will take some picture there.

The students are unable to use correct grammar in telling future plans. Some students were not use verb I in telling future

plans. As the sentence above, students use verb II in telling future plans.

4. Students' Speaking Ability in Using Vocabulary in Telling Future Plans

The students' ability in using appropriate vocabulary was moderate because 61.90% of them classified as moderate ability. It means that they have mastered vocabulary well that relate to tell future plans, most of them use appropriate vocabulary. And there were still 21.43% of them classified as low ability because they have lack of vocabulary in telling future plans.

Example :

The students voice : I will taken my holiday to Sikuai Island next year.

The correct one : I will go to Sikuai Island for my holiday next year.

As the sentence above, the students were not use appropriate vocabulary in telling their future plans.

5. Students' Speaking Ability in Fluency in Telling Future Plans

The students' fluency in telling future plans was moderate because 52.38% of them classified as moderate ability. It means that the fluency of the students in telling future plans was good. Although there were 21.43% students classified as low ability, it was because their ability in applying good fluency in telling future plans usually hesitant and more repetitions.

Example :

The students voice: I will.....go to go tobatam next week.

As students voice above, there was a repetitions that have done by students. It was indicated that students had problem in fluency.

6. Students' Speaking Ability in Pronunciation in Telling Future Plans

The students' ability in applying good pronunciation in telling future plans was moderate because 64.29% of the students' classified as moderate ability. The

students' accent is intelligible though often quite faulty. But there were 19.04 % of the students cannot apply good pronunciation in telling future plans. And there were classified as low ability because errors in pronunciation are frequent and very hard to understand.

Example :

The students voice : /holi;day/

The correct one : /holidai/

From the example above, it was indicated that students were not able to pronounce words properly. It happened because lack of exercise and lack of knowledge in pronouncing words.

Conclusions

Based on the findings and discussion in the previous chapter, the researcher had some conclusions as the following:

Having the result of the data analysis, the researcher concludes that:

1. In general the ability of the first year students of SMAN 1 Sungai Limau in

telling future plans was moderate, because it was proved that 64.29 % of the students were able to tell their planning in the future orally. It means that the ability of students was good in general.

2. The ability of the first year students of SMAN 1 Sungai Limau in telling future plans by considering content which is delivered was very good. It can be seen by the data 40 students (95.24%) classified as moderate ability.
3. The ability of the first year students of SMAN 1 Sungai Limau in telling future plans by using correct grammar was very good. It can be seen by the data 33 students (78.57 %) classified as moderate ability.
4. The ability of the first year students of SMAN 1 Sungai Limau in telling future plans by using appropriate vocabulary was very good. It can be seen by the data

26 students (61.90 %) classified as moderate ability.

5. The ability of the first year students of SMAN 1 Sungai Limau in telling future plans in terms of fluency was good. It can be seen by the data 22 students (52.38 %) classified as moderate ability.
6. The ability of the first year students of SMAN 1 Sungai Limau in telling future plans by considering good pronunciation was good. It can be seen by the data 27 students (64.29 %) classified as moderate ability.

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