

# AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY IN GIVING AND ASKING DIRECTION AT SMP 12 PADANG

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## Abstract

The purpose of this research was to describe the eighth grade students' ability in giving and asking direction at SMP 12 Padang. In giving and asking direction students should consider 5 aspects, they are; the ability in expressing of giving and asking direction (content) using grammar, ability in choosing and using appropriate vocabulary, pronouncing the words, and students' fluency in giving and asking direction. The total number of population was 256 students, and researcher used cluster random sampling to chose the sample. The total number of sample was 64 (sixty four). The data were collected through speaking test by asking them to choose one of six alternative topics to do conversation in front of class. To make the test reliable the researcher used inter-rater method by using two scorers, the result showed that the test was reliable. The result of this study showed that in general the speaking ability of eighth grade students of SMP N 12 Padang in giving and asking direction was moderate. It was proved that 87% students had moderate ability. In detail, the students' ability in expressing content of giving and asking direction was moderate. It was proved by the fact that 49 students (77%) was in moderate classification. Students' ability in using grammar in giving and asking direction was moderate. It was proved by the fact that 59 students (92%) was in moderate classification. Students' ability in choosing and using the appropriate vocabulary in giving and asking direction was moderate. It was proved by the fact that 64 students (100%) was in moderate classification. Students' ability in pronouncing the words in giving and asking direction was moderate. It was proved by the fact that 62 students (97%) was in moderate classification. Students' fluency in giving and asking direction was moderate. It was proved by the fact that 62 students (97%) was in moderate classification. Based on the result, the researcher gives suggestion to the teachers. The researcher suggests the teachers to give more time for students to practice speaking skill. The teacher can consider the appropriate way to improve students' speaking ability. Since the students' ability was moderate it is suggested to the students to practice speaking more.

**Key words:** analysis, speaking, ability, giving direction, asking direction.

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## Introduction

In learning English, students have to master all of language skills and components. There are four language skills that should be

mastered by students in English. They are listening, speaking, reading, and writing. To get success in mastering all of skills, the

students also need to master language components. They are pronunciation, vocabulary, linguistics, and grammar.

Speaking is skill that someone should learn after they have learned how to listen. Someone who has mastered listening well might not master speaking well too. In learning English, speaking is important to be mastered by the students because by mastering the speaking skill, someone can communicate with others. They can interact with others and can deliver some information that they have.

According to Ur (1991:120), speaking seems intuitively the most important. People who knows a language can be called as “speakers” of that language, and speaking consist of all other skills of language and most foreign language learners are primarily interested in learning to speak. Because of the importance of speaking, the English teacher should teach speaking or should include speaking activities in every topic of the lesson to make the students have better speaking ability.

Various techniques in teaching speaking have been tried to be developed by the teacher in order to improve the ability of the students in speaking. However, it is difficult for the students to give and ask direction. It could be identified, when she

did practice teaching at SMP 12 Padang. The students could not give and ask direction when she asked them to give direction.

Based on phenomena above, the researcher was interested to conduct the research about eighth grade student’s speaking ability in giving and asking direction at SMP 12 Padang. The researcher chose the eighth grade students in SMP 12 Padang because the researcher assumed that they had basic knowledge in speaking English, and they have studied about giving and asking direction.

In general, the purpose of this study was to find out the students’ speaking ability in giving and asking direction.

Specifically, the purposes of this study are to find out:

1. The eighth grade students’ speaking ability in using expression of giving and asking direction.
2. The eighth grade students’ speaking ability in using grammar in giving and asking direction.
3. The eighth grade students’ speaking ability in choosing and using the appropriate words in giving and asking direction.

4. The eighth grade students' speaking ability in pronouncing the words in giving and asking direction.

The result of this research was hoped to be useful for teachers and students at SMP N 12 Padang. For the English teachers, they were able to get information about their student's ability in giving and asking direction. Then, the teachers can have some consideration for their future teaching; they can consider some strategies to improve the students' ability in speaking. For students, they know about their ability in speaking. Therefore, by having result they can change their strategies to study and improve their ability in speaking.

### Research Method

The design of this research was descriptive one. It is done to find out the students' speaking ability to give and ask direction. Gay (1987: 18) states that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. In this case, the researcher found the students' ability to speak in giving and asking direction. In this

study, the population was the eighth grade students of SMP N 12 Padang. The total number of the population was 256 students. They were distributed into eight classes, they were: class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7 and VIII 8. Each class consisted of 32 students. They were chosen as the population since they had studied giving and asking direction.

The distribution of population can be seen at the following table.

Table 3.1 Population Member

Class	Number of student's
VIII.1	32
VIII.2	32
VIII.3	32
VIII.4	32
VIII.5	32
VIII.6	32
VIII.7	32
VIII.8	32
TOTAL	256

Since the number of population was large, it was necessary to take sample. The researcher took sample by using cluster random sampling because the population had been grouped into classes. Gay (1987: 110) states that cluster random sampling is sampling in which group, not individual, are randomly selected. The population consisted of eight classes. The researcher chose two of

the classes (25%) to become the sample and they were chosen randomly. They had the same syllabus and materials. Here, the researcher chose two classes among the class VIII 1 -VIII 8 as the sample, and wrote these names of classes on eight pieces of paper and they were mixed. After doing this techniques, the sample chose was class VIII 4 and VIII 5 that had 32 members.

The instrument that was used in this study was speaking test especially dialogue of giving and asking direction. The researcher used media recorder to record the students' speaking ability in giving and asking directions. The researcher asked the students to do conversation about giving and asking direction in front of the class orally. The researcher gave 2 minutes for the each students to do the test. The writer evaluated it according to five components; content (expression of giving and asking direction), grammar, vocabulary, pronunciation, fluency. A good test should be valid and reliable. A test is valid if it measures what is supposed to be measured. In order to see the validity of the test, the writer used content validity. Arikunto (2010:211) states that one of the characteristics of the test validity is content validity. It means that the test is valid if it fixes with the materials that have been given

to the students. Moreover materials of the test have been studied by the students and they had learnt about it.

Gay (1987:135) states that reliability is the degree to which a test consistently measure what it should be measured. To see the reliability of the test, the researcher used inter-rater technique by using two scorers. The researcher was scorer 1 and scorer 2 was Dona Roza Virva. The researcher chose Dona as the second scorer because she has good ability in speaking as good as the researcher. It can be known because the researcher always has the same class with her. The researcher found the correlation coefficient of two scores by using Pearson Product Moment Formula. Arikunto (2012:87) says that the formula is as follow:

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

Where:

- r = The correlation coefficient between variable x and y
- x = Total score of students from firstscorer
- y = Total score of students fromsecond scorer
- N = The total number of students

Arikunto (2010:89) states that general coefficient correlation of the test is categorized as follows:

.81-1.00 = very high correlation

.61-8.00 = high correlation

.41-6.00 = moderate correlation

.21-.40 = low correlation

.0-.20 = very low correlation

The result showed that the coefficient correlation of the test was .75 (high correlation) it means the test was reliable. Data of this research were students' scores in speaking especially in giving and asking direction. To collect the data, the researcher asked the students to chose their partner and made the conversation about giving and asking directions. And then the researcher asked the students to do conversation in front of the class orally. They were given 2 minutes to do the conversation and the researcher recorded it by using recorder. Moreover the recording was evaluated by considering content(expression of giving and asking direction), grammar, vocabulary, pronunciation and fluency.

In analyzing data, the researcher went through several steps as follow:

1. To get the raw score, the writer summed the score from each components, so the maximum score is 20.

2. The researcher presented the raw score for each sample by using the following formula:

$$\text{Student's score} = \frac{\text{score from scorer 1} + \text{score from scorer 2}}{2}$$

3. The researcher calculated the average score (M) by using this formula (Arikunto,2012;289):

$$M = \frac{\sum X}{N}$$

Where:

M = mean

$\sum x$  = the total scores

N = number of samples

4. The researcher calculated the standard deviation (SD) using formula below (Arikunto, 2012:289)

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

SD = Standard Deviation

N = Number of students

$\sum x$  = The total scores

$\sum x^2$  = The total scores squared

5. The researcher classified the students' ability into high, moderate and low ability based on the following categories (Arikunto:2002)

$<M + SD$  =High

$M - SD -> M + SD$  =Moderate

$>M - SD$  =Low

6. The researcher calculated the percentage of the students who got

high, moderate and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of the students' ability

R = the sum of the students who got high, moderate and low ability

T = the sum of the students

## Findings

### 1. Students' speaking ability in giving and asking direction in general

Based on data analysis, the highest score was 18 and the lowest one was 10. The researcher got that Mean was 8.5 and Standard Deviation was 6.86. The result of the data showed that, 8 students (12.5%) had high ability, 56 students (87.5%) had moderate ability, and 0 student (0%) had low ability.

The eighth grade students' speaking ability in giving and asking direction at SMP 12 Padang was moderate.

### 2. Students' speaking ability to express the content of giving and asking direction

To find out the students' ability in expressing the content of giving and asking direction, the researcher counted the students' scores. The highest score was 4 and the lowest one was 2. The highest score that gotten by students was 4 and the lowest one 2. After calculating the Mean and Standard Deviation, it was found that the Mean is 2.37 and Standard Deviation is 0.31. The result of data analysis showed that, there was 13 students had high ability (20%), 49 students (77%) had moderate ability and 2 students (3%) had low ability.

The students' ability in expressing the content of giving and asking direction was moderate.

### 3. Students' speaking ability on using grammar in giving and asking direction

The highest score was 4 and the lowest one was 2. Based on calculation the calculation of students speaking score, the highest score was 4 and the lowest one was 2. The data analysis also demonstrated the Mean is 1.8 and Standard Deviation is 1.4. The result of the data analysis also showed 5 students (8%) had high ability, 59 students (92%) had moderate and 0 students (0%) had low ability.

Students' ability on using grammar in giving and asking direction is moderate.

#### **4. Students' speaking ability to choose and use appropriate vocabulary in giving and asking direction**

In terms of choosing and using appropriate vocabulary in giving and asking direction, the highest score was 4 and the lowest one was 2. The result of the data analysis showed that, the highest score was 3.5 and the lowest score is 2. The data analysis also demonstrated that the Mean was 2.53 and Standard Deviation 1. The data analysis also showed that 0 student (0%) had high ability 64 students (100%) had moderate ability and 0 student (0%) had low ability in choosing and using the appropriate vocabulary in giving and asking direction.

The students' speaking ability to choose and use appropriate vocabulary in giving and asking direction is moderate.

#### **5. Students' speaking ability to pronounce the words in giving and asking direction**

In terms of pronunciation, the highest score was 4 and the lowest one was 2. The result of the data analysis showed that, the highest score was 3.5 and the lowest was 2. It also showed the Mean is 1.75 and Standard Deviation was 1.3. The result of this data analysis demonstrated 2 students (3%) had high ability, 62 students (97%) had moderate ability and 0 student (0%) had low ability.

Students' speaking ability to pronounce the words in giving and asking direction is moderate.

#### **6. Students' fluency in giving and asking direction**

In terms of students' fluency in giving and asking direction, the highest score was 4 and the lowest one was 2. The result of the data showed that, the highest score was 3.5 and the lowest score was 2. The data analysis also demonstrated that the Mean was 1.98 and Standard Deviation was 1.33 The result of data analysis showed that 2 students (3%) had high ability, 62 students (97%) had moderate ability and 0 students (0%) had low ability.

The students' fluency in giving and asking direction is moderate.

## **Discussions**

1. In term of content, they had moderate ability because 77% students were categorized in moderate ability. Some of the students did not understand to use expression giving and asking direction. For example "the library is in the school". From the example, the students did not mention completely direction, such as the name of street and the specific location such as beside canteen.
2. In the aspect of grammar, they also had moderate ability because 92% students categorized in moderate ability. Some of them did not understand about simple present tenses. For example the student said "where Arya?" but the correct one was "where is Arya".
3. For the aspect of using appropriate vocabulary in giving and asking direction, the students also got moderate ability, because 100% of students had

been classified in moderate ability. Some of the students still have limited vocabulary, they did not have an improvement of vocabulary. For the example "come" in sentence "you come to left" should be changed with "turn left".

4. In terms of pronunciation, the students' speaking ability in giving and asking direction had moderate ability. It is showed that 97% students had been classified in moderate ability. The students did not pronounce the words correctly. For example "course" is pronounced as /kɜːs/ but the correct one is /kɔːrs/.
5. In terms of students' fluency, they had moderate ability because 97% students had been classified in moderate ability. Although they got moderate, but most of them spoke with hesitation and saying hooaa.... or hmm many times.

## **Conclusions**

Based on findings of the research, the researcher concluded that:



1. In general the speaking ability of the eight grade students speaking ability in giving and asking direction at SMP 12 Padang was moderate.
2. The students' ability in expressing the content of giving and asking direction was moderate.
3. The students' ability in using grammar in giving and asking direction was moderate.
4. The students' ability to use the appropriate vocabulary was moderate.
5. The students' ability in fluency in giving and asking direction was moderate.
6. The students' ability in pronouncing the words in giving and asking direction was moderate.

### Suggestions

Based on the conclusion of the research, the researcher proposes some suggestions as follows;

1. For the English Teachers

Based on the result of this research showed that the eight grade students' speaking ability in giving and asking direction was moderate, the English teachers are suggested to give more time for students to practice speaking

especially speaking in giving and asking direction.

2. For students

The students are suggested to do more practice in giving and asking direction to enrich their vocabulary, improve their pronunciation and fluency, and also giving and asking direction can promote their skill and knowledge in using grammar.

3. For the further researcher

It is suggested to the further researcher to find out the students difficulty to do giving and asking direction in speaking.

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