

# AN ANALYSIS OF ELEVENTH GRADE STUDENTS' SPEAKING ABILITY IN USING EXPRESSIONS AT SMA PERTIWI 1 PADANG

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## Abstract

The aim of this study was to describe the students' speaking ability in using expressions. The researcher used descriptive design. The population of this research was the eleventh grade students of SMA Pertiwi 1 Padang. The total population was 342 students. To get the sample, the researcher used stratified cluster random sampling. The number of sample was 75 students. The data of this research were gathered by using speaking test. To know the reliability of the test, the researcher used inter-rater technique. The test was reliable because the value of r-calculated was 0.97. Based on the result of analyzing data, it was found that 73.33% of students got moderate ability in using expressions. It was supported by the fact that 55 students got moderate ability. The eleventh grade students' speaking ability in using expression of offering at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 73.33% got moderate ability. The eleventh grade students' speaking ability in using expression of opinion at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 70.67% got moderate ability. The eleventh grade students' speaking ability in using expression of invitation at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 78.67% got moderate ability. The researcher suggests the English teachers to improve students' speaking ability by giving more explanation and practices in using expression of giving offering, opinion, and invitation. The students are suggested to do more practices dialogues by using expressions. Further researchers are suggested to find out the possible factors that make students have moderate ability in speaking.

**Key Words:** Ability, Expressions, Speaking

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## Introduction

Speaking is one of the important language skills because speaking is productive skills. We need speaking ability to make a good communication with other people and also to transfer the message between speaker and listener. In other words, communication will be built by using spoken form.

In spoken communication, there are two components that should be known by

students. They are linguistic communication and non-linguistic communication. Linguistic communication is imparting of information by using language. The linguistic communication includes grammar, vocabulary, intonation, and pronunciation. Pronunciation is the important factor to make a good communication with others, although they are not native speakers. Learners with good pronunciation in English can speak

English better. According to Derwing and Mundro in Nation (2009: 75) having a good pronunciation of the language can help people in normal communication, particularly intelligibility. Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. Grammar is one of the language components that guide us correctly in speaking and writing ability. Thornbury in Boni (2013: 2) states that grammar is the description of the rules that govern how a language sentence is formed. Vocabulary is a set of carefully chosen word used to write the explanations in some dictionaries. Fluency is probably best achieved by allowing the stream of speech to flow, then as some of this speech spills over beyond comprehensibility.

Non-linguistic communication is the imparting of information without using language. Non linguistic communication includes gestures, written symbols or voice sounds. A gesture is a body or limb movement that you use to express thought or feeling. Voice sound is an articulation made by the vocal apparatus. Symbol is an object that represents or suggests and idea or feeling.

The students had problems in speaking. Many students had problems in speaking. Most of the students are indicated to have difficulties to express

their ideas in speaking. Some students produce some grammatical error. There are some problems which make the ability of students in speaking English is poor. The problems are students have low motivation to practice English. They are afraid to make mistake when expressing their ideas in communicating with others. Sometimes the student just practice to speak based on what they have read on the LKS without having known whether it is appropriate or not in pronouncing the words by their teachers directly. Furthermore the students have poor fluency, intonation, vocabulary, grammar even pronunciation. They do not have a good self -confidence to speak fluently with appropriate pronunciation.

By using expressions, the students can learn and practice dialogues or conversation with their teachers and friends with a good pronunciation, a new vocabulary, and also a correct grammar. Expression is the process of making known one's thoughts or felling. For example "Good morning" represents the expression of greeting. Expression is the act of saying what people think or showing how people feel using words or actions. Expressions can help the students to express their feeling and practice their language in real context when they use it in communication the text.

Based on the researcher's result of the informal interview toward the eleventh grade students at SMA Pertiwi 1 Padang on May 2015, many students still have problem when they practice speaking in front of the class in using expressions.

Because of these reasons, the researcher is interested in doing the research on the eleventh grade students' speaking ability in using expressions at SMA Pertiwi 1 Padang.

### **Research Method**

This research was descriptive research. The purpose of descriptive research is to investigate and find the answer to the question of the research. Gay (1987:10) says that descriptive research involves collecting data in order to test hypotheses or answer questions, concerning the current status of the subject of the study.

The population of this research was the eleventh grade students of SMA Pertiwi 1 Padang. The total number of population members was 342 students that were distributed into nine classes; IPA1, IPA 2, IPA 3, IPA 4, IPA 5, IPS 1,

Because the number of population was very large, the researcher took a sample. The sample is only a part of the population. Gay

(1987:101) states that sampling is the process of selecting a representative number of individual out of a larger group. . In this research, the sample was two classes (22.22%).

To select the sample, the researcher used stratified cluster random sampling technique. According to Gay (1987:107), stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. Gay (1987:110) states that cluster sampling is sampling in which group, not individuals, are randomly selected. It was used because the members of population are distributed in group (classes). The researcher used random technique because the characteristics of sample were homogenous; they had the same curriculum, syllabus, materials, lecturers.

#### ***The validity of the reading test***

The researcher used content validity. Content validity is the degree to which a test measures an intended content area (Gay :162)..

#### ***The reliability of the reading test***

The researcher used Person Product Moment formula to find the reliability index of the test as follows (Arikunto,2013:319):

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

Gay (1987:367) says the minimum index for reliability of a test is 0.70. Based on the result of data analysis, it was found that the reliability index was 0.97 (see Appendix 2). It means that the test is reliable.

To find out the reliability of speaking test, the researcher used inter-rater technique. Inter-rater technique refers to the reliability of two or more scorers.

The researcher collected the data by doing following steps:

- a. The researcher asked the students to choose their partner.
- b. The researcher gave three topics to students and the students chose one of them. The students should express three expressions in one topic.
- c. The students practiced a dialogue on the topics that they have chosen with their partner.
- d. The researcher recorded the students' dialogue by using tape recorder or hand phone as media.
- e. The first and second scorer gave score by using the criteria as shown in Table 3.2

- f. The researcher and the second scorer counted the total score for each student.

In analyzing the data, the researcher analyzed the students' ability in using expressions by doing following steps:

- (1) The researcher counted each student's scores.
- (2) The researcher found the average score by using the formula:

$$\text{Average score} = \frac{S1 + S2}{2}$$

- (3) The researcher calculated the Mean (M) by following formula (Arikunto, 2012: 299).

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

- (4) The researcher calculated the Standard Deviation by using the formula (Arikunto, 2012: 299).

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

- (5) After calculating Mean (M) and Standard Deviation (SD), the researcher classified the students' ability into high, moderate, and low ability by using the criteria below:

High	= > M + 1 SD
Moderate	= (M - 1SD) → (M + 1SD)
Low	= < M - 1SD

(6) The researcher calculated the percentages of the students who have high, moderate and low ability by using the following formula (Arikunto, 2012: 298):

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

## **Findings and Discussions**

### **1. Findings**

#### **1.1 Students' Speaking Ability in Using Expressions**

Based on the result of data analysis, it was found that highest score of students in using expression was 95 and the lowest one was 40.9 (see Appendix 2). After calculating Mean and Standard Deviation, it was found that the Mean was 67.7 and Standard Deviation was 13.6 (see Appendix 3). Based on the classification of students' speaking ability, it is found that in general 7 students (9.33%) had high ability, 55 students (73.33%) had moderate ability, and 13 students (17.34%) had low ability in using expressions (see Appendix 3).

#### **1.2 Students' Speaking Ability in Using Expression of Offering**

Based on the result of data analysis, it was found that highest score of students in using expression of offering was 95 and the lowest one was 30 (see Appendix 4). After calculating Mean and Standard Deviation, it was found that the Mean was 66 and Standard Deviation was 15,005 (see

Appendix 5). Based on the classification of students' speaking ability in using expression of offering, it is found that in detail 7 students (9.33%) had high ability, 55 students (73.33%) had moderate ability, and 13 students (17.34%) had low ability in using expression of offering

#### **1.3 Students' Speaking Ability in Using Expression of Opinion**

Based on the result of data analysis, it was found that highest score of students in using expression of opinion was 95 and the lowest was 45 (see Appendix 6). After calculating Mean and Standard Deviation, it was found that the Mean was 68.67 and Standard Deviation was 13.41 (see Appendix 7). Based on the classification of students' speaking ability in using expression of opinion, it is found that in detail 14 students (18.67%) had high ability, 53 students (70.67%) had moderate ability, and 8 students (10.67%) had low ability in using expression of opinion.

#### **1.4 Students' Speaking Ability in Using Expression of Invitation**

Based on the result of data analysis, it was found that highest score of students in using expression of invitation was 97.5 and the lowest was 40 (see Appendix 8). After calculating Mean and Standard Deviation, it was found that the Mean was 68.56 and Standard Deviation was 13.39 (see Appendix 8). Based on the classification of students' speaking ability in using

expression of invitation, it is found that in detail 10 students (13.33%) had high ability, 59 students (78.67%) had moderate ability, and 6 students (8%) had low ability in using expression of invitation.

## 2. Discussions

### 2.1 Students' Speaking Ability in Using Expressions

As already discussed, the finding of this study was that the eleventh grade students' speaking ability in using expressions was moderate. It was indicated by the fact that the most of the students got moderate ability and a few of students got high and low ability. It means that a few of students still had problems in using expression of offering, expression of opinion, and expression of invitation.

### 2.2 Students' Speaking Ability in Using Expression of Offering

As already discussed previously, it was found that the ability of the eleventh grade students of SMA Pertiwi 1 Padang in using expression of offering was moderate. It means that the majority of the students got moderate ability and only 9.33% students got high ability. It indicates that some students still had problems in using expression of offering in pronunciation and vocabulary. As a matter of fact, based on the record, the students did not understand how to pronounce the word and they were

not able to use appropriate vocabulary, as illustrated by the examples as follows:

- Students' Pronunciation

There	/tri/
Help	/hep/
May	/mai/

The correct one:

There	/ðeχ(r)/
Help	/help/
May	/mei/

### 2.3 Students' Speaking Ability in Using Expression of Opinion

The next finding of this study was that the ability of the eleventh grade students of SMA Pertiwi 1 Padang in using expression of offering was moderate. It means that the majority of the students got moderate ability and only 10.67% students still got low ability. As you know, in speaking the speakers should pay attention to the aspects that should be included in using expression of opinion. The aspects are content/idea, pronunciation, grammar, vocabulary, and fluency. However, as a matter of fact the students' pronunciation was unclear. When they did the dialogue, they made some mistakes when they

practiced dialogue, as illustrated by the example as follows:

- Students' Pronunciation
  - a. Opinion /*o'pinion*/
  - b. About /*abot*/

The correct one:

- a. Opinion /*ə'pini ən*/
- b. About /*ə'baʊt*/

## 2.4 Students' Speaking Ability in Using Expression of Invitation

As already discussed, the finding of this study also demonstrated that the eleventh grade students' speaking ability in using expressions was moderate. It was indicated by the fact that the most of the students got moderate ability, only a few of students got high ability and even some students got low ability. It means that a few of students still had problems in using expression of invitation. Similar with using the two previous expressions (expression of offering and expression of opinion) some students still had error in pronunciation and grammar in using expression of invitation, as illustrated by examples as follows:

- Students' Pronunciation
  - Invite /*infet*/
  - Saturday /*satursei*/

Her /*hir*/

The correct one:

Saturday /*sætədeɪ*/

Her /*hɜː*/

- Students' utterances

I invite you come to my party.

Its will be great to invite her.

The correct one:

I invite you to come to my party.

It will be great to invite her.

## Conclusions and Suggestions

### 1. Conclusions

Based on the findings of this study, the researcher concluded that the eleventh grade students' speaking ability of SMA Pertiwi 1 Padang in using expression was moderate. It was supported by the result of the data analysis that 73.33% of students got moderate ability in using expressions. In more specific, the researcher concluded that:

- (1) The eleventh grade students' speaking ability in using expression of offering at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 55 out of 75 students (73.33%) got moderate ability.

- (2) The eleventh grade students' speaking ability in using expression of opinion at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 53 out of 75 students (70.67%) got moderate ability.
- (3) The eleventh grade students' speaking ability in using expression of invitation at SMA Pertiwi 1 Padang was moderate. It was supported by the fact that 59 out of 75 students (78.67%) got moderate ability.

## 2. Suggestions

Based on the conclusions, the researcher proposes some suggestions to the English teachers, students, and further researcher as follows:

- (1) English teachers should give more explanation about the material especially in using expressions. To improve the students' speaking ability in using expressions, the teacher suggests the students to do more practices dialogues by using expressions in front of the class.
- (2) The students should practice more in speaking especially in using expression and in doing such practices they should pay attention to the components of speaking; content, pronunciation, grammar, vocabulary and fluency.
- (3) Further researcher suggested to study about factors that cause the students'

speaking ability in using expressions is moderate.

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