AN ANALYSIS OF THE EIGHTH GRADE STUDENTS’ SPEAKING ABILITY IN ASKING AND GIVING OPINION AT SMPN 1 BAYANG PESISIR SELATAN

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 Abstract

 The aim of this research was describing the speaking ability of the eighth grade students at SMPN 1 Bayang in asking and giving opinion in English. The design of this research was descriptive method. The population of this research was the eighth grade students at SMPN 1 Bayang. The total number of population was 115 students. They were distributed into five classes. The researcher used cluster random sampling technique to select the sample. The total number of sample members was 23.

 The data were collected through speaking test. The researcher asked the students to do the dialogue in pairs in front of the classroom. The researcher only measured the ability of the eighth grade students’ speaking in asking and giving opnion by considering five components of speaking.

Based on the result of data analysis, the eighth grade students speaking ability in asking and giving opinion at SMPN 1 Bayang in general was moderate. It was proved by the evidence that 65.2% of them could ask and give opinion orally.

Based on the researcher’s finding. the researcher concludes that the speaking ability of the eighth students in asking and giving opinion was moderate. Relating to this conclusion. she suggested English teachers to consider proportionally the five components of speaking 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.

Keyword : Analysis ,Ability,Speaking, Component.

**Introduction**

 Indonesia has changed its curriculum several times. The Ministry of Education and Culture of Indonesia has already decided to implement the new curriculum for Indonesian education. It is called the 2013 curriculum. The 2013 curriculum is expected to be able to increase Indonesian education in this globalization era.

English as a foreign language in Indonesia is taught at junior high school as a compulsory subject to meet the increase of education. In learning English, the students have to master all of language skills and components. There are four language skills that students should master in English. They are listening, speaking, reading, and writing. To get successful in mastering all of skills, the students also need to master language components. They are pronunciation, vocabulary, and grammar.

Speaking is the skill that the students should learn after she/he has learned to listen. In learning English, speaking is important to be by the students mastered

because by mastering the speaking skill, they can communicate with others. They can interact with others and can deliver some information they have.

 According to O’Malley and Pierce (1996), speaking seems to be an important skill that a leaner should learn. It is very important to enable students to communicate effectively through oral language.. Learning language means how to use it in communication in oral or written form, and it is needed to express feeling, thoughts, and experiences in various contexts. Communication in oral form can happen through dialogue or monologue.

 Based on the researcher’s experience as a teacher at SMPN 1 Bayang Pesisir Selatan, she found that most of the students could not do the speaking activity optimally yet. Many students found difficulties when they spoke English. They could not deliver the information they had in English well. They were still not sure to speak English. They were ashamed to say any words in English. Hence, their speaking abilities were low or dissatisfied. When the researcher asked the students to ask and give opinion, for example, most students could not do it well either.

 Based on the reasons above, the researcher was interested in doing the research entitled : An analysis of the eighth grade students’ speaking ability in asking and giving opinion at SMPN 1 Bayang Pesisir Selatan. The researcher chose those eighth grade students because the researcher assumed that they have basic knowledge in speaking English; they have studied speaking expression of asking and giving opinion.

In learning English, the students have to master all of language skills and components. There are four language skills that students should master in English. They are listening, speaking, reading,and writing. To be successful in mastering all of skills, the students also need to master language components such as content, pronunciation, vocabulary, grammar, and fluency.

Harris (1974: 108) states then, that the components of speaking are content, grammar, vocabulary, pronunciation, and fluency. The students must, then, posses all the speaking components to be competent in speaking ability. Speaking is the productive skill in oral form. There are some kinds of the speaking practice. They are speech, telling story, dialogue, debate, discussion, interview, role play. One of the speaking materials to be practicedby the eighth grade students at Junior High School isasking and giving opinion. Hence, it is one of speaking expression; the others are how to do things, how to make things, and so on.

The general purpose of this research is to find out the eighth grade students’speaking ability in asking and giving opinion at SMPN 1 Bayang Pesisir Selatan.The specific purposes of this research are as follows:

1. To find out the eighth grade students’speaking ability in asking and giving opinion interms of content.
2. To find out the eighth grade students’ speaking ability in using grammar in asking and giving opinion.

3. To find out the eighth grade students’ speaking ability in using vocabulary in asking and giving opinion.

4. To find out to eighth grade students’ speaking ability the words in asking and giving opinion in terms of pronunciation.

5. To find out the eighth grade students’ speaking ability in asking and giving opinion in terms of fluency.

Research Design

This research used descriptive design. It described the eighth grade students’ speaking ability to ask and give opinion. Gay (1987:10) states that descriptive research involves collecting data in order to test hypothesis or answer question concerning the current status of the subject of the study. In addition, she says that descriptive research is useful in investigating many kinds of educational problem. In this case, the researcher wanted to find out the students’ speaking ability in asking and giving opinion.

Based on definition above, it can be concluded that descriptive research is used to measure or describe the problem in the field in order to get fact or real information or real condition. The researcher useds descriptive design to know the students’ speaking ability in asking and giving opinion at SMPN 1 Bayang, Pesisir Selatan.

The population of this study was the eighth grade students of SMP N 1 Bayang, Pesisir Selatan. The total number of the population was 115 students. They are distributed into five classes, they are: class VIII.1, VIII.2, VIII.3, VIII.4, VIII.5. The reason of researcher to choose the eighth grade students of SMPN 1 Bayang Pesisir Selatan is based on the reason that they have basic knowledge to speak

The researcher took the sample for this study. In choosing the sample, the English so they have knowledge in asking and giving opinion.researcher used cluster random sampling. Cluster random sampling was a sampling in which groups are randomly selected, and all members of selected groups have similar characteristics (Gay,1987:110). In other words, the member of population had the same characteristics or homogeneous. They have studied based on the same syllabus, materials, and teaching and learning process. In taking the sample,the researcher wrote each name of classes on five pieces of paper. Then, she rolled and put them into a box. After that, she shook the box and took two classes out of four from it in closed eyes. After choosing the sample class, the writer counted the percentage of the sample members (+23%), the representatives of the research subjects or the population.

*rxy =* $\frac{n∑xy–\left(∑x\right)\left(∑y\right)}{\sqrt{\left\{n∑x^{2}–\left(∑x\right)^{2}\right\} \{(n∑y^{2}-(∑y)^{2}\} }}$

Where:

rxy = the coefficient correlation between first and second assessor

n = the number of the students

*x* = the scores given by the first assessor

y = the scores given by the second assessor

*x*y = the total scores given by both of assessors

Then the researcher classified the degree of coefficient correlation of the test based on Arikunto’s idea (2010: 75) as follows:

.81 – 1.00 : very high

..61 – 0.80 : high

.41 – 0.60 : enough

.21 – 0.40 : low

.20 – 0.00 : very low

Data of this research were the students’ scores of asking and giving opinion. The data were, then, collected through the use of speaking test in the form of asking and giving opinion. In collecting data, the researcher followed the following procedure,

1. The researcher explained about speaking expression of asking and giving opinion,
2. The researcher distributed the topics.
3. The researcher asked students to do dialogue based on topic chosen,
4. The students did expressing the topic based on time given (5 minutes).
5. The researcher recorded the students’ speaking ability in asking and giving opinion
6. Each scorer gave the score based on the criteria as follows;

The researcher analyzed the data by the following steps :

1. Found the average score (score given by the first assessor added with the score given by the second assessor devided by 2).

 Score 1+ score 2

 2

1. Found the Mean (M) and Standard Deviation (SD).

$M=\frac{∑X}{N}$

Where:

M = mean

∑X = the total score

N = number of students

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

Where;

∑X = The total score

N = Number of students

SD = Standard Deviation

1. Classified the students’ ability into high, moderate, or low.

> M + SD = high ability

 M - SD - M + SD = moderate ability

< M - SD = low ability

1. The researcher calculated the percentage of the students’ abilities by using the following formula ; proposed by Sudjana (1990:30) :

$$P=\frac{F}{N} x 100\%$$

Where :

P = percentage of student

F = frequency of students

N = total number of respondents

1. The researcher interpreted the students’ scores

Findings

1. Students’ Speaking Ability in general

The correlation index of two scorers showed 0.83 (very high correlation). It means the test is reliable.

 The highest possible score of the test was 20 and the lowest one was 4.

 Based on the data analysis, the highest score that has gotten by the students was

 15.5 and the lowest one was 9.5. After calculating the mean and thestandard deviation, the researcher got mean was 12.3 and standar deviation was 1.3. Based on the criteria, the result of the data showed that 1 students (4.3%) hadhigh ability, 15 students (65.2%) had moderate ability, and

7 student (30.5%) had low ability. In order to be clear, theresult can be seen on the following table:

 Table 1. Students’ Speaking ability in general

|  |  |  |
| --- | --- | --- |
| Quality | Members | Percentage |
| High | 1 | 4.3 % |
| Moderate | 15 | 65.2 % |
| Low | 7 | 30.5 % |
| Total | 23 | 100 % |

1. Students’ Speaking Ability in Expressing Content

To find out the students ability to express the topic (content) in doing dialogue, the researcher firstly counted the students’ score. The highest possible score in this term was 4, and the lowest one was 1. The students got 3 as the highest score and 2 as the lowest one. After calculating the mean and the standardn deviation, it was found that the mean was 2.6 and the standard deviation was 0.4 The result of the data analysis showed that there were students (0%) who had high ability, 18 students (78.3%) who had moderate ability, and 5 students (21.7%) who had low ability

 Table 2. Students’ Speaking Ability in

 Expressing Content

|  |  |  |
| --- | --- | --- |
| Quality | Members | Percentage |
| High | 0 | 0 % |
| Moderate | 18 | 78.3 % |
| Low | 5 | 21.7 % |
| Total | 23 | 100 % |

1. Students’ Speaking Ability in Using Grammar

In this component, the highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of score, the highest score that has gotten b the student was 3.5 and the lowest one was 2. After calculating the mean and the standard deviation, the researcher got mean was 2.71 and standard deviation was 0.4. Based on the data analyze, the result of the data showed that 1 students (4.3%) had high ability, 18 students (78.3%) had moderate ability, 4 students (17.4%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’ ability in using grammar at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table:

Table 3. Students’ Speaking Ability in

 Using Grammar

|  |  |  |
| --- | --- | --- |
|  Quality | Members | Percentage |
| High | 1 | 4.3 % |
| Moderate | 18 | 78.3 % |
| Low | 4 | 17.4 % |
| Total | 23 | 100 % |

1. Students’ Speaking Ability in Choosing Vocabulary

In term of choosing and using the appropriate vocabulary in dialogue, the highest possible score was 4 and the lowest one was 1, the result of the data analysis showed that the highest score gotten by the students was 3 and the lowest one was 2. The data analysis also demonsrated that the mean was 2.63 and the standard deviation was 0.4. The data analysis also showed that 0 students (0%) had high ability, 19 students (82.6%) had moderate ability, and 4 students (17.4%) had low ability in choosing and using the appropriate vocabulary in dialogue. It can be seen from the table below

Table 4. Students’ Speaking Ability in

 Choosing Vocabulary

|  |  |  |
| --- | --- | --- |
| Quality | Members | Percentage |
| High | 0 | 0 % |
| Moderate | 19 | 82.6 % |
| Low | 4 | 17.4 % |
| Total | 23 | 100 % |

1. Students’ Speaking Ability to Pronunciation

In term of pronunciation, the highest possible score was 4 and the lowest one was 1. The highest score that has gotten by students was 3 and the lowest one was 1. It also showed that the mean was 2.22 and the standard deviation was 0.5. The result of the data showed that 4 students (17.4%) had high ability in pronouncing the words, 17 students (74%) had moderate ability, and 2 students (8.6%) had low ability. It can bee see from the table below:

Table 5. Students’ Speaking Ability in Pronunciation

|  |  |  |
| --- | --- | --- |
| Quality | Members | Percentage |
| High | 4 | 17.4 % |
| Moderate | 17 | 74 % |
| Low | 2 | 8.6 % |
| Total | 23 | 100 % |

1. Students’Speaking Ability in Fluency

In term of students’ fluency in dialogue, the highest possible score was 4 and the lowest one was 1. The researcher found that the highest score that gotten by students was 3 and the lowest one was 1,5. The data analysis also showed that the mean was 2,2 and the standard deviation was 0,5. The result of data analysis showed that were 3 students (13,1%) who had high ability in fluency, 16 students (69,5%) who had moderate ability, and 4 students (17,4%) had low ability. The table below showed the percentage of students fluency:

Table 6. Students’ Speaking Ability in Fluency

|  |  |  |
| --- | --- | --- |
| Quality | Members | Percentage |
| High | 3 | 13.1 % |
| Moderate | 16 | 69.5 % |
| Low | 4 | 17.4 % |
| Total | 23 | 100 % |

**Discussions**

Based on the findings above, the researcher found that the eighth grade students’speaking ability in asking and giving opinion at SMPN 1 Bayang was moderate (65%). It means that they still have trouble in speaking ability since the result of their ability has not yet been high ability. These can be seen from their ability on each components:

1. In term of content,they had moderate ability because 78.3% students were categorized in to moderate ability, some of them didnt express their idea clearly. When they do conversation their speaking was not completely, so their ideas can not be expressed present. Example “what you think?” the correct one is “ what do you think?
2. In the aspect of grammar, they also had moderate ability because 78.3% students were categorized in moderate ability. Some of them didn’ understand t about tenses. For example” what is you opinion ?” the correct one is “ what is your opinion?, it means they still use wrong pattern in speaking.
3. In the aspect of choosing and using appropriate vocabulary, the students also got moderate ability because 82.6% students had moderate ability, it mean that all of the students had been clasified into moderate ability.

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1. In component of pronunciation, the students also had moderate ability because 74% students had been clasified in moderate ability. Some of the students didn’t pronounce the word corectly, such as word “think” was pronounced as / thing/, the correct one is / thingk/.
2. In term of students’ fluency, the also had moderate ability because 69.5% students had been clasified in to moderate ability. Some of the students didn’t speak fluently, they had hesitation like; a, mm, when they want to explain something.

Conclussions

Based on the finding of the researcher, the researcher conclude that:

1. In general the eighth students’ speaking ability in doing dialogue at SMP N 1 Bayang was moderate.
2. The eighth grade students’ speaking ability to express the topic (content) in doing dialogue was moderate.
3. The eighth grade students’ speaking ability to use grammer in doing dialogue was moderate.
4. The eighth grade students’ speaking ability to choose and use the appropriate vocabulary in doing dialogue was moderate.
5. The eighth grade the students’ speaking ability to pronounce the words in doing dialogue was moderate,
6. The eighth grade the students’ fluency in doing dialogue was moderate.

Suggestions

 Based on the conclusion of the researcher, the researcher proposes some suggestions as follow:

1. For the English teacher

Based on the result of this research showed that the eighth grade students’ speaking ability in doing dialogue was moderate; 15 students (65.2%), the English teachers are suggested to give more time for students to practice speaking especially speaking skill. The teacher can consider the appropriate way to improve students’ speaking ability in content, therefore it can help the students improve their ability in speaking.

1. For the students

Because of the result of this research showed that the eighth grade students’ speaking ability in doing dialogue was moderate; 15 students (65.2%), it is suggested to the students topractice more especially in Asking and Giving Opinion. The students also practice more in expressing ideas/ topic, using grammar, choosing and using vocabulary, pronouncing the words, and fluency in speaking.

1. For the other researcher

It is suggested to the other researcher to find out the students’ difficulties in doing dialogue in speaking.

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