**AN ANALYSIS OF THE SEVENTH GRADE STUDENTS’ SPEAKING ABILITY IN SELF INTRODUCTION AT SMPN 1 BAYANG PESISIR SELATAN**

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**Abstract**

**The purpose of this research was to discribe the seventh grade students’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan. The design of this research was descriptive research. The population of this research was the seventh grade students of SMPN 1 Bayang. The total number of sample was 21 students that was choosen by using Cluster Random Sampling technique. The data were collected through speaking test by asking the students to intoduce his/her self in front of the class. The researcher used Inter-Rater technique by using 2 scorers, and used Person Product Moment to find the reliability of the test. The coefficient correlation of the test was 0.84(very high correlation).The result of this research showed that students speaking ability of the seventh grade students of SMPN 1 Bayang Pesisir Selatan in self introduction was moderate. It was proved that 62% students had moderate ability. Refering to the result of this research, the researcher gave sugestions to the teachers to give more time for the students to practice speaking skill, the teachers can consider the appropriate way to improve students’ speaking ability. The students are suggested to improve their speaking ability by doing more practice in speaking, and the suggestion to the other researcher to find out the students’ difficulties in speaking, especially in self introduction.**

**Key word: Speaking, Ability, Components, Self Introduction**

**Introduction**

Indonesia has changed its curriculum many times from 1947 to KTSP, and Ministry of education and culture of Indonesia has already published the new curriculum for Indonesian’s education. It is called the 2013 curriculum. The 2013 curriculum is expected to be able to increase Indonesian’s education in this globalization era. English as a foreign language in Indonesia is taught at junior high school as a compulsory subject todemand the increasing quality of education. One of the activities in teaching and learning English is speaking.

O’Malley and Pierce (1996) say that speaking is an important skill that a learner should learn. It is very important to enable students to communicate effectively through oral language. Burn and Joyce (1997:54-55) state that one of the aims of language programs is to develop spoken language skill. Learning language means how to use it in communication in oral or witten form, and it is able to express feeling, thoughts, and experiences in various contexs.

Speaking is skill that someone should learn after he/she has learned how to listen. Speaking is important to be mastered by students because it can make the students to be able to communicate with others, they can interact each other, and can deliver some imformation that they have. Speaking ability is really important, so the students must have competence in speaking skill.

Based on the researcher’s experience as a teacher at SMPN 1 Bayang Pesisir Selatan, the researcher found that most of the students couldn't do the speaking activity optimally yet. Many students found some difficulties when they speak English. They cannot deliver the information that they have in English well. They are not sure to speak English, they are ashame to say any words in English, and their speaking ability is low or not satisfied. When the researcher asked the student to introduce his/her self, most of them cannot do it well. Since the researcher didn’t do research to know their ability in speaking, so it is necessary to do research about the students’speaking ability.

Based on the reasons above,the researcher is interested in doing the research entitled: An analysis the seventh grade students speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan.

In learning English, students have to master all of language skills and language components. There are four language skills that students should be mastered 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 such as pronunciation, vocabulary, linguistics, and grammar.

Speaking is one of four language skills that should be mastered by students. Harris (1974:108) states that there are five components of speaking, they are: content, grammar, vocabulary, pronunciation, and fluency. So that the students must master all of the speaking components to be a competent in speaking ability. Speaking is the productive skills in oral form. There are some kinds of speaking practice. They are speech, telling story, dialogue , debate, discussion, interview, and role play. One of the speaking materials to practice in the seventh grade students at junior high school is self introduction.

The students can introduce themselves in speech stlyle or conversation style. The students introduce his/her self individually in speech style and in pair in conversiation style. The materials of self introduction are personal information and personality, and the materials of self introduction at the seventh grade students at junior high school only personal information, its includes of: name, nick name, age, job and adress.

Based on the identification of the problem above, the researcher limited the research about the seventh grade students’ speaking ability at SMPN 1 Bayang Pesisir Selatan to introduce themselves, and the student will introduce him/her self individually.

The formulation of the problem is “How is the seventh grade students’ speaking ability in doing self introduction at SMPN 1 Bayang Pesisir Selatan?”

The main purpose of this research was to find out the seventh grade students’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan.

The specific purposes of this research are:

1. To find out the seventh grade students’ speaking ability in expressing content of self introduction at SMPN 1 Bayang.
2. To find out the seventh grade students’ speaking ability in using grammar of self introduction at SMPN 1 Bayang.
3. To find out the seventh grade students’ speaking ability in choosing vocabulary of self introduction at SMPN 1 Bayang.
4. To find out the seventh grade students’ speaking ability in pronuncing of self introduction at SMPN 1 Bayang.
5. To find out the seventh grade students’ speaking ability in fluency of self introduction at SMPN 1 Bayang.

The result of this research is expected to give scientific information and contribution to teachers and students of SMPN 1 Bayang. For the teacher, it will give information about students’ speaking ability. The teacher can have some consideration for their future teaching, they can consider some strategies to improve students’ ability in speaking, especialy in self introduction.

For the students, after they know their ability, they can be aware of their ability in speaking, especially in self introduction, so they can improve their speaking ability for the future.

**Research Method**

The design of this research was descriptive research. It was done to find out the students’ speaking ability in self introduction. Gay (1987:189) 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 wanted to find out the students’speaking ability in self introduction.

Gay (1987:102) says that the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized, and sampling in the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. In this research, the population was the seventh grade students of SMPN 1 Bayang. the total number of the population members was 113 students. They were distributed into five classes as follows:

**Table 1: Distribution of the Population Members**

|  |  |  |
| --- | --- | --- |
| NO | CLASS | NUMBER OF STUDENTS |
| 1 | VII1 | 23 |
| 2 | VII2 | 23 |
| 3 | VII3 | 23 |
| 4 | VII4 | 23 |
| 5 | VII5 | 21 |
| TOTAL | | 113 |

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) is randomly selected. There were five classes of the seventh grade of SMPN 1 Bayang. The researcher chose one of the class (22 %) to become the sample. All members of the classes were homogenous in term of syllabus and teaching materials. Gay (1987:114) says that the minimum sample of the descriptive research is 10% of the population member, but more than 10% are better. To get the sample, the researcher used lottery procedure to get the sample class, the steps in lottery as follows:

* Gave number the list of the classes.
* Wrote the number of all the classes in a pieces of paper.
* Each piece is rolled and put all the rolled pieces in a glass and then shook.
* Took a piece of rolled paper with closed eyes.
* The writer used the name of the class that has been taken as the class sample.
* All members of the class choosen become the sample of this research.

After selecting sample the class VII5 was chosen as sample of this research, there were 21 students in class VII5.

The researcher used the instrument to collect the data in this research was speaking test. Based on the material of the seventh grade sylabus and curricullum 2013. The research asked the students to introduce his/her self in front of the class.The students’ on self introduction evaluated by the researcher according to the five components. They were: content, grammar, vocabulary, pronunciation, and fluency.

Criteria of a good test were valid and reliable. The test is valid if it measures what is supposed to be measured. The researcher used content validity in this research. Arikunto (2010:211) states that one of the characteristics of test validity is content validity. It means that the test is valid if it fixes with syllabus and the materials that have been given to the students. Brown (2010:30) states that a valid test is:

* Measures exactly what it is proposed to measure.
* Does not measure irrelevant or contaminating variables.
* Relies as much as possible on empirical evidence (performance).
* Involves performance that samples information about test taker’s ability.
* Supported by theoritical rationale or argument.

So the test was constructed based on the teaching materials of SMPN 1 Bayang Pesisir Selatan.

To know the reliability of the test, the researcher used inter-rater technique. It means the researcher used two set of score. The test was scored by two scorers (scorer 1 and scorer 2). The first scorer was the researcher’s self and the second scorer was an English teacher at SMPN 1 Bayang, her name is Ardawita. In order to see the consistency of scoring and to minimize the subjectivity in scoring, the researcher used Person Product Moment formula in Arikunto (2010:87) to find out the correlation index of two score as follows:

= the coefficient of correlation

variable X and variable Y.

N = the number of students.

X = the score given by the first scorer.

Y = the score given by the second scorer.

∑XY= the total score of product XY.

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

0.81 – 1.00 = very high correlation.

0.61 – 0.80 = high correlation.

0.41 – 0.60 = moderate correlation.

0.21 – 0.40 = low correlation.

0.00 – 0.20 = very low correlation.

Gay (1987:139) states that the reliable test is if the coefficient correlation of the test is very high. The result showed that the cooficient correlation of two scoring was 0.8. It means the test was reliable.

The data of the research is students’ score on speaking to gather data on students’ speaking ability, the researcher administered the speaking test in monologue. The procedures of the collecting data were as follows:

1.Gave speaking test to the students.

* The researcher asked each of the students to introduce her/his self in front of the classroom.
* The researcher recoded the students’ speaking in introducing.

2.Gave the recording and the criteria of scoring to the second scorer.

3.The highest possible score of the test was 20, and the lowest one was 5.

4.Both of the scorers and the fist scorer used the same criteria as follows:

Data of this research were students’ score in speaking activity. In analyzing data, the researcher did the followings:

1. Counted the total score of the each student.
2. Found out the average score by using the formula.

The first Score + The second Score

2

1. Calculated Mean (M) and tandard Deviation (SD).

M

Where:

M = mean.

∑X = the total score.

N = number of students.

Where:

∑X = The total score.

N = Number of students.

SD = Standar Deviation.

1. Clasifyed the students’ ability into high, moderate, and low ability by using the following categories :

> M + SD = high ability.

(M – SD) until (M +SD) = moderate ability.

< M – SD = low ability.

1. Found out percentage of students who have high, moderate, or low ability by using the following formula:

P = x 100 %

Where :

P = percentage of the students who have

high, moderate,or low ability.

F = number of the students who have

high, moderate,and low ability.

N = number of students.

**Findings**

In this chapter, the researcher presents the result of the seventh grade students’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan.

After analyzing data in thisaspect the highest possible score of the speaking test is 20 and the lowest one is 5. Based on the criteria of score, the highest score that has gotten by the student was 17 and the lowest one was 9.5. After calculating the mean and the standard deviation, the researcher got mean 13.1 and standard deviation was 2.0. Based on the data analyzis, the result of the data showed that 3 students(14%) had high ability, 13 students (62%) had moderate ability, 5 students(24%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 1: The Seventh Grade Students’ Speaking Ability in Self Introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 3 | 14 % |
| Moderate | 13 | 62 % |
| Low | 5 | 24 % |
| Total | 21 | 100 % |

To find out the students’ speaking ability to express content of self introduction, the researcher firstly counted the students’ score. The highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of scoring, the highest score that has gotten by the student was 3.5 and the lowest one was 2. After calculating the mean and the standard deviation, the researcher got mean 2.8 and standard deviation was 0.4. Based on the data analyzing, the result of the data showed that 1 student (5%) had high ability, 18 students (85%) had moderate ability, 2 students (10%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’ speaking ability in expressing content of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 2: The Seventh Grade Students’ Speaking Ability in Expressing Content of Self Introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 1 | 5 % |
| Moderate | 18 | 85 % |
| Low | 2 | 10 % |
| Total | 21 | 100 % |

In this component, the highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of scoring, the highest score that has gotten by the student was 4 and the lowest one was 2. After calculating the mean and the standard deviation, the researcher got mean was 3 and standard deviation was 0.7. Based on the data analyzing, the result of the data showed that 4 students (19%) had high ability, 13 tudents (62%) had moderate ability, 4 students (19%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’speaking ability in using grammar of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 3: The Seventh Grade Students’ Speaking Ability in Using Grammar of Self Introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 4 | 19 % |
| Moderate | 13 | 62 % |
| Low | 4 | 19 % |
| Total | 21 | 100 % |

In this case of choosing and using the appropriate vocabulary in self introduction, the highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of scoring, the highest score that has gotten by the student was 4 and the lowest one was 2 (see apendix 17 and 18). After calculating the mean and the standard deviation, the researcher got mean 2.9 and standard deviation was 0.6. Based on the data analyzing, the result of the data showed that 2 students (10%) had high ability, 15 students (71%) had moderate ability, 4 students (19%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’ speaking ability in using vocabulary of self introductio at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 4: The Seventh Grade Students’ Speaking Ability in Using Appropriate Vocabulary of Self Introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 2 | 10 % |
| Moderate | 15 | 71 % |
| Low | 4 | 19 % |
| Total | 21 | 100 % |

In term in pronunciation of self introduction, the highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of scoring, the highest score that has gotten by the student was 3 and the lowest one was 1.5. After calculating the mean and the standard deviation, the researcher got mean 2.4 and standard deviation was 0.4. Based on the data analyzing, the result of the data showed that 5 students (24%) had high ability, 15 students (71%) had moderate ability, 1 student (5%) had low ability. Based on the information above, the researcher conclude that the seventh grade students’speaking ability in pronunciation of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 4.5: The seventh grade students’ speaking ability in pronunciation of self introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 5 | 24 % |
| Moderate | 15 | 71 % |
| Low | 1 | 5 % |
| Total | 21 | 100 % |

The students’ speaking ability in term of fluency of self introduction, the highest possible score in this component is 4, and the lowest one is 1. Based on the criteria of scoring, the highest score that has gotten by the student was 3 and the lowest one was 1. After calculating the mean and the standard deviation, the researcher got mean 2.1 and standard deviation was 0.7. Based on the data analyzing, the result of the data showed that 5 students (24%) had high ability, 12 students (57%) had moderate ability, 4 students (19%) had low ability . Based on the information above, the researcher conclude that the seventh grade students’ speaking ability in fluency of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate. In order to be clear, the result can be seen on the following table.

Table 4.6. The Seventh Grade Students’ Speaking Ability in Fluency of Self Introduction

|  |  |  |
| --- | --- | --- |
| Quality | Number of students | Percentage |
| High | 5 | 24 % |
| Moderate | 12 | 57 % |
| Low | 4 | 19 % |
| Total | 21 | 100 % |

**Discussions**

Based on the findings above, the researcher found that the seventh grade students’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (62 %). It means that they still have trouble in speaking ability. This trouble can be seen from their ability on each components:

1. Students’ Speaking Ability in Expressing Content.

In component of content, they had moderate ability (85%), see apendix 12. Some of the students didn’t express the content completely. for example he/she said “ my name is mesi wahyuni, I am thirteen years old, I live in Koto baru.” She didn’t tell about her job(a student).

1. Students’ Speaking Ability in Using Grammar.

In the component of grammar, they also had moderate (62%), so the students were categorized into moderate ability (see apendix 16). Some of the students didn’t understand about how to use be is or am, he/she used them in the some breath, for example he/she said ” I am is a student, and I am is thirteen years old”, the correct one are “I am a student and “I am thirteen years old”. It means the students used wrong grammar.

1. Students’ Speaking Ability in Using Appropriate Vocabulary

In component of using appropriate vocabulary, they had moderate ability (71%), so the students were categorized into moderate ability (see apendix 20). Some of the students didn’t use the appropriate vocabulary yet. for example he/she said ” my name is billy pratama , I am thirteen years old, I am a student SMP 1 Bayang, I live in Koto baru.” She/he should add the word “of” between a student and SMP 1 Bayang. the correct one is I am a student of SMPN 1 Bayang.

1. Students’ Speaking Ability in Pronunciation

In component of pronunciation, they had moderate ability (71%). Some of the students didn’t pronounce the word correctly. For example he/she said “ [thirten]”. the correct one is “ [thertien]”

1. Students’ Speaking Ability in Fluency

In component of fluency, they had moderate fluency (57%). Some of the students didn’t speak fluently, they had hesitation. For example she/he said “ I am ....I am thirteen years old. The correct one is I am thirteen years old.

**Conclusions**

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

1. In the general, the seventh grade studernts’ speaking ability in self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (13 students or 62%).
2. The seventh grade studernts’ speaking ability in expressing contents of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (18 students or 85%).
3. The seventh grade studernts’speaking ability in using grammar of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (13 students or 62%).
4. The seventh grade studernts’ speaking ability in using the appropriate vocabulary of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (15 students or 71%).
5. The seventh grade studernts’ speaking ability in pronunciation of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (15students or 71%).
6. The seventh grade studernts’speaking ability in fluency of self introduction at SMPN 1 Bayang Pesisir Selatan was moderate (12 students or 57%).

The result of the seventh grade studernts’ speaking ability in all components of self introduction at SMPN 1 Bayang Pesisir Selatan can be seen on the following table.

**Suggestions**

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

1. For English teacher

Based on the result of this research showed that the seventh grade students’ speaking ability in self introduction was moderate: 13 students (62%), the English teachers are suggested to improve the students’ speaking ablity especially in self introduction by giving more time for the students to practice speaking skill. The teachers can also consider the appropriate way in teaching speaking in order that students’ speaking ability can be improved.

1. For the students

Because of the result of this research showed that the seventh grade students’speaking ability in self introduction was moderate: 13 students (62%), it is suggessted to the students can be aware of their ability in speaking and to practice more in speaking, especially in self introduction.

1. For the other researcher

It is suggested to the other researcher to find out the students’ difficulties in speaking, especially in self introduction.

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