AN ANALYSIS OF SECOND GRADE STUDENTS' SPEAKING ABILITY IN TELLING HOW TO MAKE SOMETHIING AT SMAN 1 MUARA BUNGO

Putri Hefni Nazifah Hasibuan[1,] Ernati[1], Khairul[1],
[1]English Department, Teacher Training and Education Faculty, Bung Hatta University
E-mail: putrihefninazifah@yahoo.com

Abstract

The aim of this research was to find out the ability of the second year students of SMAN 1 Muara Bungo in telling how to make something. **The design of this research was descriptive research. The population of this research was 283 students of second year at SMAN 1 Muara Bungo. In selecting the sample the writer used stratified cluster random sampling. The total number of the sample was 68 students, 33 students are from exact science class, 35 students are from social science class. From the result of analyzing the data, the writer found that the students' speaking ability in telling how to make something was moderate. It was proved by the fact that 35 students (51%) classified as moderate ability, 17 students (25%) classified as high ability, , and 16 students (24%) classified as low ability. Based on the data it is concluded that the students' speaking ability in telling how to make something was moderate (51%). Based on the conclusion the English teachers are suggested to consider the five components : content, grammar, vocabulary, fluency, and pronunciation. The students are suggested to do more practice in speaking English. First, the students are suggested to improve their comprehension about content and grammar. Second, students are suggested to enrich their vocabulary especially in telling how to make something. Third, the students should improve their ability in fluency when they speak in English to make their speaking better. And the last is pronunciation, the students should do more practice in pronuncing words in English, because most of them tell incorrect pronunciation in some words.**

Keyword : Analysis, Ability, Speaking, How to Make Something

Introduction

In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. Each of them is related each other. From the beginning of our life, the first skill we acquire is listening because since we were the baby, human just could listen without saying anything except crying. Then, when the baby is getting older or have known about their environment, the next skill she/he achieves is speaking skill. Kent (1992:32) says that speaking is a skill where someone speaks or tells something to each other.

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the students to express their ideas orally in foreign

language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday life. Harmer (2007:123) states that speaking is an active productive skill that needs practicing continuously. Therefore, the teacher should give students opportunity to practice their speaking skill by giving more examples or activities that put them into the real practice of communication. In our life, we always hear information, news, as well as story and then we try to retell to somebody else, whether in spoken or written form. Therefore, the learners try to study speaking skill very hard, in order they could tell story or describe something and speak fluently in English.

In English lesson there are many types of text which should be learnt by students, and one of them is procedure text. In procedure text, we tell how to make something in speaking. According to Burgess (1989: 136), procedure is usual or proper way of doing something, way of making something or way of operating something. When we talk about procedure we also talk about process, because procedure is process of doing/making/operating something. Students may tell how to make something/ process of doing something. By this activity, students will be enthusiastic because they speak based on reality or

something that they do. That was what the writer saw when she was conducting her observation at SMAN 1Muara Bungo,it was found that many students still had difficulties in speaking, many students still did not know the content, they still had lack of vocabulary and lack of pronunciation . In fact, they had already studied speaking.

According to Brown (2010: 212), there are four components of speaking. They are vocabulary, content, fluency, and pronunciation. These components can refer to measure student's speaking ability. These four components are important to be mastered in speaking. It is related to how the students express their idea or topic. Vocabulary is choice of words that students may use in telling how to do/make/operate something. The content of how to do/make/operate something consist of three elements that should be considered by the students. They are goal, material, and step (1-end). The third is fluency, it is related to the fluency of students in speaking, and the last is pronunciation in English. Pronunciation is related to the students' ability in pronouncing the word correctly and fluency in using language quickly and confidently with few unnatural pauses.

In telling procedure activity, there are three classifications of procedures; they are how to make, how to do and how to

operate. Students must also know the goal, material, and step. The students should follow the generic structure of procedure text because they will speak/ tell how to make something/ doing something/ operating something (procedure process).

The main purpose of this research was to describe the second year students' speaking ability at SMA 1 Muara Bungo to tell how to make something. The specific purposes were to describe :

(1) The second grade students' speaking ability in telling how to make something in term of content.
(2) The second grade students' speaking ability in telling how to make something in term of vocabulary.
(3) The second grade students' speaking ability in telling how to make something in term of pronounciation.
(4) The second grade students' speaking ability in telling how to make something in term of fluency.
(5) The second grade students' speaking ability in telling how to make something in term of grammar.

Research Method

This study aimed at describing the students' ability in telling how to make something. Relating to this, the researcher used descriptive research. According to Best & Kahn (1995:115), descriptive study describes and interprets what it is. It is concerned with conditions or relationship that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. In this research, the witer described the students' ability in telling how to make something.

The population of this research is the second grade students at SMAN 1 Muara Bungo.The researcher chose the second grade students as the population because they have studied about how to make something. The total number of population members was 283 students. They were separated into eight classes. There are four classes of exact sience (MIA), and four classes of social sience (IS).

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

The researcher chose stratified cluster random sampling technique to take sample. Gay (1987: 107) says that stratified cluster random 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. The writer used stratified cluster random sampling technique

because the population is divided into two strata.

The researcher took two classes (24%); one class is from exact science (MIA), and one class is from social science (IS). The researcher wrote the name of each class on them and then they were rolled and mixed up into two box. Then, the writer chose one paper from MIA box, and one paper from IS box with closed eyes. The sample was class MIA 1, and IS 2. And the total number of sample was 68 students.

In this research, the researcher used speaking test to collect data. The researcher used laptop as media to record the student's voice while they are speaking. The students were provided with two alternative topics of how to make something (how to make fried rice and how to make orange Juice) and asked the students to choose one of the them. In addition, the student could also use their topics and speak about it on how to make them. The test was evaluated on the five components such as content, pronunciation, fluency, grammar and vocabulary.

A good test should be valid and reliable. It means that, a test is valid if it measures what is supposed to be measured. In order to see the validity of the test, the researcher use content validity.

Arikunto (2002; 67) states that one of the characteristic of test validity is content validity. It means that, the test is valid if it fixes with the syllabus and teaching materials that have been given to the students.

Reliability is the degree to which a test consistently measures whatever it is measured (Gay, 1987; 135). In order to get reliability of the test, researcher was used inter rater technique; the test was scored by two scorers. The first scorer is Putri Hefni Nazifah Hasibuan, and the second scorer is Sri Surya Warni M.Pd. Riza M.Pd is an English teacher of SMAN 1 Muara Bungo. To find out the correlation index of two scorers, the researcher uses Pearson Product Moment formula suggested by Arikunto (2012:87) as follows:

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

Where:

rxy = the coefficient correlation between

variable x and y

x = the score from the first scorer

y = the score from the second scorer

n = the total number of the students who follow the test

∑xy = the total scores of cross product xy

The researcher used degree of coefficient correlation based on Arikunto's idea (Arikunto, 2005: 75)

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

0.0   – 0.20   = very low

Based on the result of data analysis, the coefficient corelation realiability index of this test between two scorers was 0.95. It was categories very high correlation. So the test was reliable to collect the data.

The data of this research are students' scores in speaking. To collect the data the researcher followed the next step;

(1) The researcher gave some topics to the students and asked them to choose one of the topics and then they described the topic in front of the class.

(2) The researcher gave scorer to the students' while they were speaking, beside that the researcher recorded the students' speaking by using tape recorder or laptop.

(3) The researcher gave the recording to the second scorer to check students' ideas, grammar, vocabulary, pronunciation, and fluency.

(4) The researcher and second scorer played the recording and made correction about (if any) about the score that have been given to the students based on the criteria.

In analyzing the data, the writer used the descriptive technique. The step are as follows ;

1. Calculating the score from each components and to obtain the final score.

2. Presenting the raw score for each sample by using the following formula

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

3. Calculating the mean (M) by using this formula (Arikunto, 1993: 289):

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

Where:

M   = Mean

$\sum x$ = The total score of the students

N   = Number of students

4. Calculating the Standard Deviation (SD) using formula below (Arikunto, 1993: 289) :

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

SD   = Standard Deviation

$\sum x$ = The total score of the students

$\sum x^2$ = The total of x

N   = Number of students

5. Classifying the students' ability into high, moderate, and low ability by using the criteria below;

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

6. Finding the percentage of students who had high, moderate, and low ability by using the following formula:

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

Where :

P = percentage of the students who has high, moderate and low ability

F = the sum of the students who get high, moderate, or low ability

N = the sum of the students.

Findings

1. Data Description

The data consisted of the results of the ability of the students in telling how to make something given to 68 students (two classes) as the sample of the study. The highest possible score was 100, the lowest one was 1.

The lowest score was 37,5, the highest score was 95. Based on the result of data analysis, the students' grade was classified into three categories. : Students who had score or grade : >74,1 classified as those having high ability, Students who had score in the range of 59,7 → 74,1 classified as those having moderate ability, and the students who had score <59,7 classified as those having low ability. From the data percentage of students' on each level is observable. There were 17 students (25%) classified as high ability, 35 students (51%) classified as moderate ability, and 16 students (24%) classified as low ability. It can be seen in the following diagram :
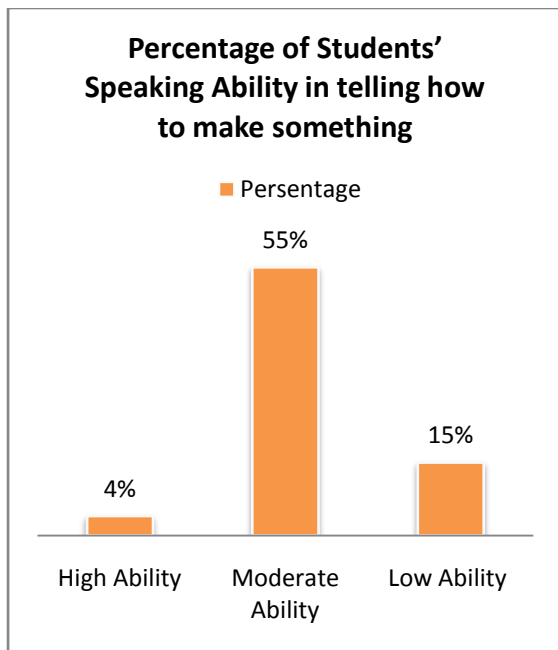
Diagram 4.1

Diagram 4.1 above indicates that the second grade students' speaking ability in telling how to make something at SMAN 1 Muara Bungo in general was moderate. It was proved by the evidence that 51% of them can tell how to make something.

4.1.2 The Students' Speaking Ability in term of content in Telling How to Make Something.

The result of data anaylsis also demonstrated that the highest score students got was 20, and the lowest one students got was 8. In terms of content consisting of goal, material, ans step in telling how to make something, there were 11 students (16%) who got high ability, 47 students (69%) who got moderate ability,

10 students (15%) who got low ability. It can be seen in the following diagram :
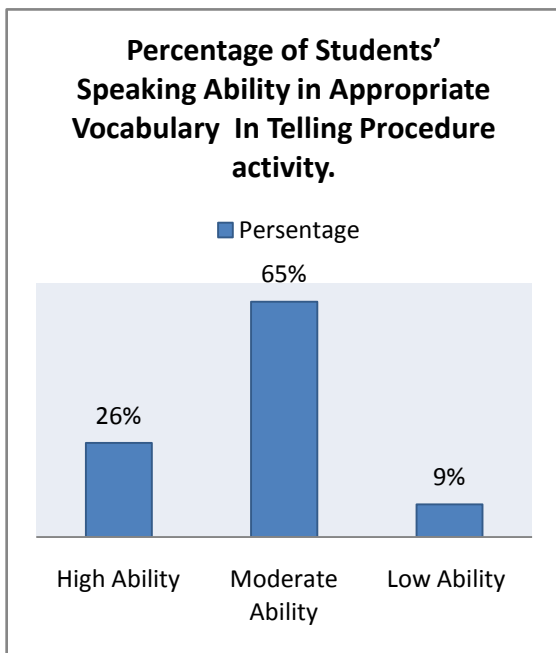
Diagram 4.1
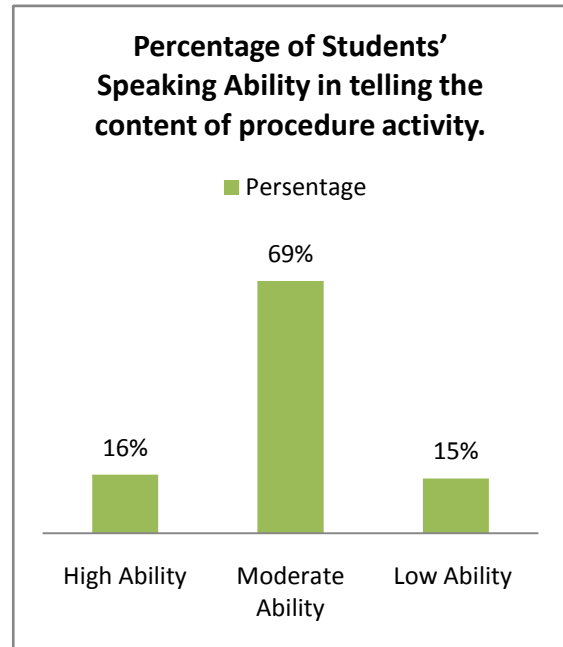
This showed that The Students' Speaking Ability in term of content in Telling How to Make Something was moderate, because after the writer classified all of the students percentage on the criteria stated at the end of the chapter III, there were 69% of the students had been classified in moderate ability in telling the content of how to make something.

4.1.3 The Students' Speaking Ability in term of Vocabulary in Telling How to Make Something

The highest students got 20, and the lowest students got 5. The Students' Speaking Ability in term of Vocabulary in Telling How to Make Something as follows, there were 18 students (26%) who got high ability, 44 students (65%) who got moderate ability, 6 students (9%) who got low ability. It can be seen in the following diagram:

Percentage of Students' Speaking Ability in Appropriate Vocabulary In Telling Procedure activity.

■ Persentage

- 65% Moderate Ability
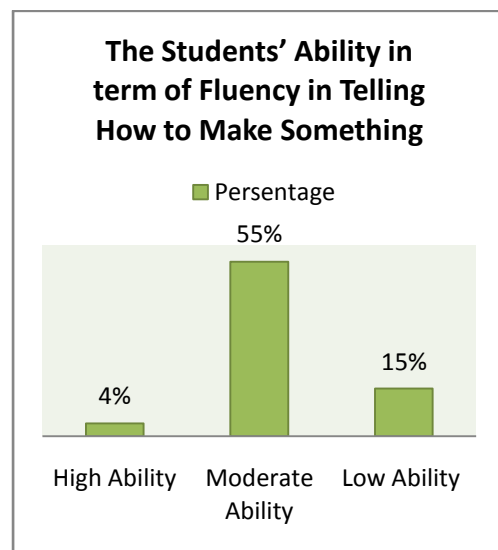- 26% High Ability
- 9% Low Ability

This showed that the students' speaking ability in using appropriate vocabulary in telling How to Make Something was moderate ability, because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 65% of the students had been classified in moderate ability in telling How to Make

Something by using appropriate vocabulary.

4.1.4 The Students' Ability in term of Fluency in Telling How to Make Something

The highest students got 20, and the lowest students got 5. In terms of fluency in telling how to make something, there were 6 students (9%) who got high ability, 55 students (81%) who got moderate ability, and 7 students (10%) who got low ability. It can be seen in the following diagram:

Diagram 4.4

The Students' Ability in term of Fluency in Telling How to Make Something

■ Persentage

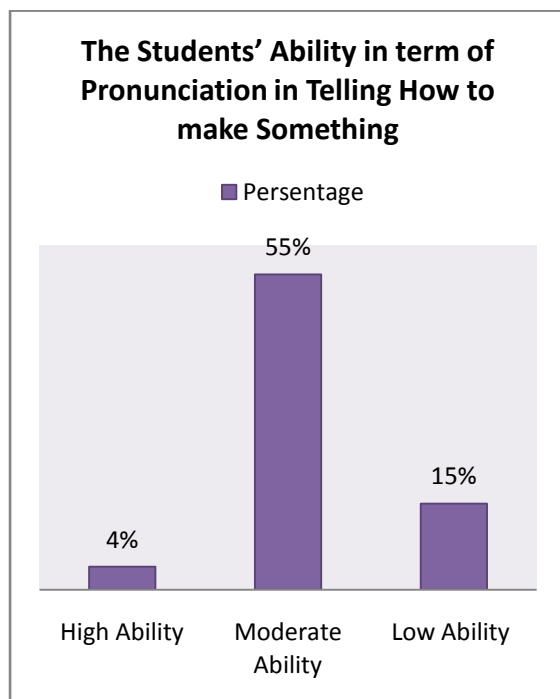- 55% Moderate Ability
- 4% High Ability
- 15% Low Ability

This showed that the students' fluency in telling how to make something was moderate because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 81% of the students

had been classified in moderate ability criteria in fluency.

4.1.5 The Students' Ability in term of Pronunciation in Telling How to make Something

The highest students got 20, and the lowest students got 5. The Students' Ability in term of Pronunciation in Telling How to make Something can be described as follows, there were 3 students' (4%) who got high abiliity, 55 students (81%) who got moderate ability, 10 students (15%) who got low ability. (see Appendix 20). It can be seen in the following diagram :
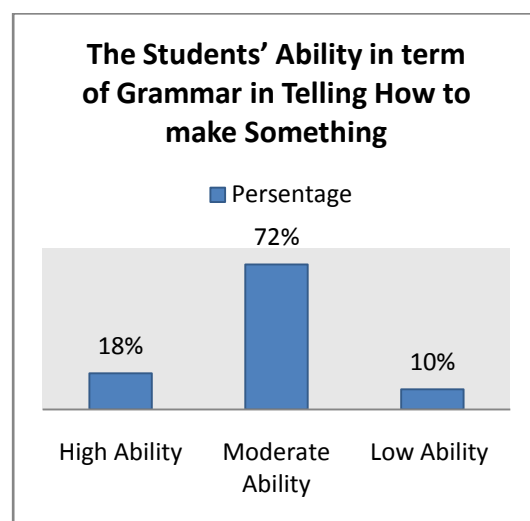
Diagram 4.5

The Students' Ability in term of Pronunciation in Telling How to make Something

This showed that the students' ability in pronuncing words in Telling How to make Something was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 81% of the students had been classified in moderate ability in pronuncing word.

4.1.6 The Students' Ability in term of Grammar in Telling How to make something.

The highest students got 20, and the lowest students got 10. The Students' Ability in term of Grammar in Telling How to make something can be described as follows, there were 12 students' (18%) who got high abiliity,49 students (72%) who got moderate ability, 7 students (10%) who got low ability. It can be seen in the following table :

Diagram 4.6

The Students' Ability in term of Grammar in Telling How to make Something

This showed that the students' ability in Using Grammar in telling how to make something was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 72% of the students had been classified in moderate ability in using grammar.

Discussions

Based on findings, the writer found that the students' speaking ability by using picture series was moderate since there were 69.23% of them classified as moderate ability.

In more details, the writer described as follows:

1. The students' ability in expressing ideas (content) by using picture series was moderate 52.30% classified as moderate ability. Most of them had been classified as moderate ability by using picture series. It means that 21.54% students were not able to speak well by considering the ideas (content) that they delivered. Example ; *i take photo in front of rumah gadang.*
   From the example the students did not express the ideas related with picture provided.

2. The students' ability in using apropriate grammar by using picture series was moderate because 67.70% of them classified as moderate ability. It means that 18.47% were not able to use grammar. Example ; *i see six food traditional minang kabau.*
   From the example above, the students did not master grammar well, the correct one is '*i see six traditional food of minang kabau*'.

3. The students' ability in using appropriate vocabulary was moderate because 75.40% of them classified as moderate ability. And there are still 10.75% of the students classified as low ability because they have problem in using appropriate vocabulary by using picture series. Example ; *i see four scale (skull)*
   The word 'scale' in the example is not appropriate. The correct one is '*i see four skull*'.

4. The students' fluency in speaking by using picture series was moderate because 73.84% of them classified as moderate ability. there were 9.24% students have low ability in fluency. It they are not able to pronounce the word correctly
   Example ; *i see take aaaa uhmm i see three aaaa i see three people take photo.*
   The correct one is ; *i see three people take photo.*

5. The students ability in applying good pronunciation by using picture series was moderate because 76.92% of the students classified as moderate ability. the students' accent is intelligible though often quite faulty. But there were 7.70% of the students cannot apply good pronunciation by using picture series. And they were classified as low ability because errors in pronunciation are frequent and very hard to understand. Example ; *picture six i see four scale.*
/skall/ , this word is not pronounced correctly. The correct one is /skull/.

Conclusions

5.2 Suggestions

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

1. In general, the ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something was moderate, because 69% of the students were able to speak well in telling how to make something.

2. The ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something in term of content which was delivered was moderate. It was proved by the fact that 47 students (69%) classified as moderate ability.

3. The ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something in term of vocabulary was moderate. It was proved by the fact that 44 students (65%) classified as moderate ability.

4. The ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something in terms of fluency was moderate. It was proved by the fact that 55 students (81%) classified as moderate ability.

5. The ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something in term of pronunciation was moderate. It was proved by the fact that 55 students (81%) classified as moderate ability.

6. The ability of the second years students' speaking ability at SMAN 1 Muara Bungo in telling how to make something in term of grammar was moderate. It was proved by the fact that 47 students (72%) classified as moderate ability.

5.2 Suggestions

(1) The English teachers are suggested to consider the five components : content, grammar, vocabulary, fluency, and pronunciation when measuring students' speaking ability in telling how to make something. And based on research, the researcher suggested to English teacher to develop material in English speaking to improve the students' when they expressing content and grammar, because based on the result of the research most of students classified as low ability in comprehension about content and grammar. The English teacher can make the students to be more active in speaking English to improve their comprehension about content and grammar.

(2) The students are suggested to do more practice in speaking English. First, the students are suggested to improve their comprehension about content, because based on result of the research there were 16% of the students still have low ability. Second, to improve the ability of comprehending content, students are suggested to learn more about comprehending content. Third, students are suggested to enrich their vocabulary especially in telling how to make something, they just do not how

to make something, but also know about the name of food. Fourth, in part of fluency, the students should improve their ability in fluency when they speak in English to make their speaking better. And the last is pronunciation, the students should do more practice in pronuncing words in English, because most of them tell incorrect pronunciation in some words.

(3) The researcher hoped and suggested to any further researcher to conduct the research with another topic of monolog text in measuring students' speaking ability.

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