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A STUDY ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF MTS DARUL HIKMAH PEKANBARU IN RETELLING FAVORITE HOLIDAY

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Abstract

Speaking is one of the language productive skills learned by students for communication. The students must be able to speak well, in order to pass ideas to listeners affectively so they can communicate well. But some problems appear in learning speaking, particularly in speaking English. In this research, the writer wants to know the student's speaking ability of the second year students of MTS Darul Hikmah Pekanbaru in retelling their favorite holiday in recount text. It was conducted from March 18, 2013 to April 8, 2013. The participants were the second year students of Mts Darul Hikmah Pekanbaru, particularly class VIII A2 and the number of the students was 38. It is a descriptive research. The writer gives the instruments for the students in collecting data. The data will be scored by three raters for each student, and the scores of the three raters will be totaled and then divide by three, so that the writer know the student's speaking ability.

INTRODUCTION

Speaking is one basic and important aspect in language. We can't express ideas, opinions, feeling in communication orally without mastering speaking. Communication is a process of sharing knowledge, experiences, information, ideas and feelings. It involves the interaction of delivering and receiving messages. Hornby (1987:1227) states that speaking is making use of words (ordinary voice), offering words, knowing, and being able to use a language, expressing one self in word making speech. The learning process is repetitive course of actions. Students must be trained to use English in communication orally. It takes time, patience, and a lot of practices. The frequency using the language will determine the success in speaking ability.

Speaking is one of the language productive skills learned by students for communication. The students must be able to speak well, in order to pass ideas to listeners affectively so they can communicate well. But some problems appear in learning speaking, particularly in speaking English. Based on the interview that conducted at March 4,2013 of the second years students of Mts Darel Hikmah Pekanbaru, the researcher find that the students are reluctant to speaking English because of the following aspects: First, the students do not know many of vocabularies, so that the students do not really know what the others speakers say. Second, most of the students think about their grammar. They are afraid if they have bad grammar, the people will be laugh of them. The two problems above makes the students feel lack confidence to speaking English. In other words, they are not able to express their ideas, feelings or thought in English, so that the students cannot communicate well. Littlewood (1981:1) says that speaking ability is a combination of structure and functional aspects of language.

Speaking ability can be accomplished by practicing it orally. To improve students' speaking ability in conveying interpersonal and transactional speech is not easy. Speaking is the process of building and sharing meaning throught the see of verbal and non verbal symbols, in a variety of context (Chaney,1998:13). The nature of speaking at the work place present it self in various: discussion, presentation, presentation and even debates.

Based on the 2006 School Based Curriculum of the second year students of SMP/MTs, one of the goals of teaching speaking English is to enable the students to speak English. One of them is to tell their favorite holiday on recount text. Recount text is a text that tells us about what had happened in series of events in sequence. Recount text has the generic structure: orientation, series of events, and reorientation. The function of recount text is telling one's favorite holiday, to tell events for the purpose of informing or entertaining. According to Wright (1981) if students are learning to speak, they must have the maximum opportunity to speak. Therefore, an English language teacher must be able to motivate his/her students to practice speaking in various opportunities, so that the students will not get the difficulty in speaking.

The problem discussed in this research is that most of the students have problem with components of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. Some students feel confused when the teacher asks them to speak. They cannot speak English well. The students are shy to speak and to participate. In addition, the students are not serious in speaking.

There are some components of speaking used to measure the speaking ability. They are pronunciation, grammar, vocabulary, and fluency. The four components have a great influence in

speaking. According to Harris (1969:81) speaking is complex requiring the simultaneous use of different abilities. which often develops at different, either four components, are generally recognized in analysis of the speech process. The four components are:

First, Pronunciation; Nunan (1999) states that pronouncation is obviously influencied by first language though clearly intelligible. In this case, the students who are able to pronounce correctly will be marked has foreign accent.

Second, Grammar; Warriner in Noni (2002:15) said that communication in speaking will run smoothly if grammatically used in speaking. So grammar or structure is very important in speaking. If we do not know the appropiate grammar or structure in sentence, the listener will be doubted for what we have said.

Third, Vocabulary; Hornby (1995:1331) said that all the words are known by a person and used in subject. Vocabulary is one of the important elements to acquire in learning language that one has known word and their meaning, if she/he wants to be able to speak in that language. River in Nunan (1991:117)said that the acquisition of an adequate vocabulary is essential for succesful second language use because without an extensively vocabulary we will not be unable to use the structure and functions that we may learned for comprehensible communication. It means, the vocabulary affects speaking ability.

Forth, Fluency Sanborn and Nation in Sari (2007:8)stated that fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed if speaking and only a small number or pause and "ums" and "ers". These sign indicate that the speakers does not have to spend a lot of time searching the language items needed to express the message. So, in producing words in speaking , it is important to have fluency as having the capability of other components of speaking.

Recount text is a text that tells us about what happened in series of events in sequence. The function of recount text is to tell an event in the past time chronologically. Retelling the favorite holiday in recount text is supposed to help the students to speak. The students are asked to improve their ability in speaking by having a preparation. They can prepare themselves to find out the vocabulary and the way to pronounce the words. They can check the grammar, and it will help them to speak fluently. Based on the curriculum of SMP/MTs, recount text in speaking divides into retelling past experience, telling funny experience, and telling unforgettable experience. The writer focuses on the retelling past experience. In this case, students are asked to retell their favorite holiday in front of the class on the three topics; going to the beach, going to the zoo, and going to the family's house, after giving them the time for preparation. In this case, students would prepare their speaking in their small papers. They would think about the topics which they have choosen. Then, they would retell it in front of the class. The students' speech is recorded to be scored and evaluated by three raters.

RESEARCH METHODOLOGY

This research was a descriptive research which has only one variable. It is intended to know the ability of the second year students of Mts Darul Hikmah Pekanbaru. According to Gay and Peter (2007:275), descriptive research involves in collecting data in order to answer the current status of the subjects being studied.

This research was conducted at Mts Darul Hikmah Pekanbaru. It started from March 18, 2013 to April 8, 2013. The participants were the second year students of Mts Darul Hikmah Pekanbaru, particularly class VIII A2 and the number of the students was 38.

The writer use some instructions in collecting the data: (1). Retell about your favourite holiday on recount text in front of the class by choosing one of the following topics: (a) Going to the zoo, (b) Going to the beach, (c) Going to the family's house: (2) the students have 3 to 5 minutes to deliver their speech; (3) the students should pay attention in their pronunciation, grammar, vocabulary, and fluency. The students are given an opportunity to develop the topic into paragraphs at home. For the performance, each students had about 3 to 5 minutes to deliver the speech. When a student retells a story, the other students may watch their friends' performance. The story will be recorded in order to get the reliable data. Three raters checked the result by listening the students' recorded speech and by checking the five components of speaking which are pronunciation, grammar, vocabulary, fluency, and comprehension aspects. The raters give scores for each student. Finally, the scores of the three raters were totall and then divided by three.

To analyze the students' speaking ability, the following formula is used:

$$\text{Score} = \frac{\text{Total score } (P + G + V + F)}{\text{Maximum score}} \, 1\%$$

Adapted from Dediknas 2000, the researcher made her own classification of speaking ability table. This is because the researcher wants to know the speaking ability of the second year students of MTs Darel Hikmah Pekanbaru in retelling their favorite holiday based on the data that have been collected. So, the researcher starts from the highest score to the lowest score. The highest score is 75 and the lowest score 45.

The researcher adapted from Dediknas 2000 because of the researcher think that Dediknas 2000 is one of the education standard in education of Indonesia. The teachers use it in measuring their student ability. So that, the researcher use the classification table that adapted from Dediknas 2000 in collecting and measuring the students speaking ability of the second year students of Mts Darel Hikmah Pekanbaru.

Table 6: The Classification of Speaking Ability

Score Classification	Category
70-75	Excellent
64-69	Good
58-63	Fair
52-57	Poor
45-51	Bad

(Adapted from Dediknas: 2000)

RESEARCH FINDINGS AND DISCUSSIONS

In research finding and discussion, the researcher presents the research finding focusing on the second year student's speaking ability. The data were analyzed in separate sections according to the three raters (Rater 1 is Erniwati, S.Pd, English teacher of SMA Negeri 1 Kuantan Hilir, Rater 2 is Diana, S.Pd, English Teacher of MTS Darel Hikmah Pekanbaru, and Rater 3 is Rosbaniar, S.Pd,English Teacher of SDN 003 Lubuk Sakat, Kampar), and the separate scores can be seen in appendices.

The Students' Speaking Ability According to the Three Raters

The Students' Speaking Ability According to Rater 1

The students' speaking ability according to Rater 1 can be seen in table 6:
Table 6. The students' Speaking Ability According to Rater 1

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	4	10,52%
2	64-69	Good	9	23,68%
3	58-63	Fair	19	50%
4	52-57	Poor	3	7,89%
5	45-51	Bad	3	7,89%
Total			38	100%

The data on the table above can be represented by the following histogram:
Histogram 1. The Students' Speaking Ability According to Rater 1
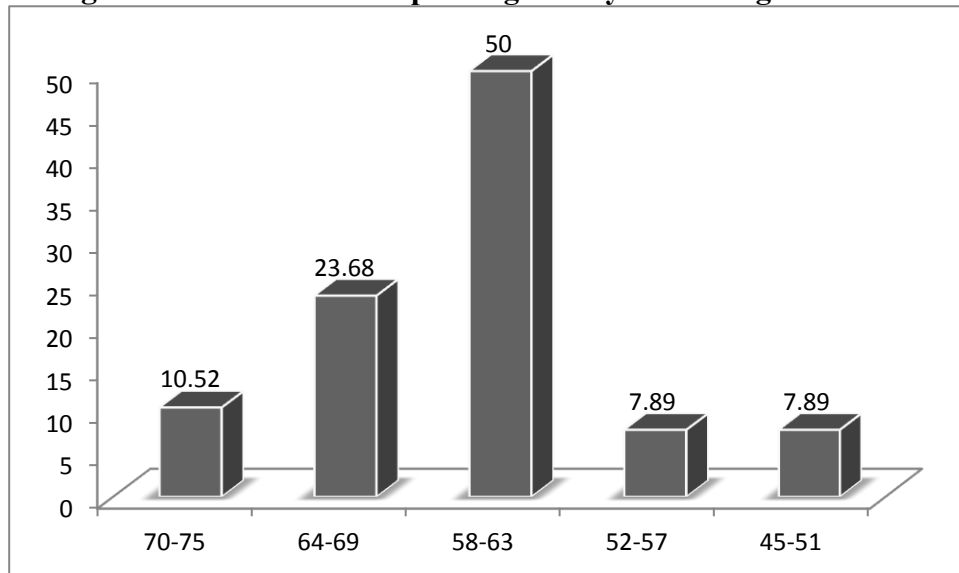

Table 6 and histogram above show that the students' speaking ability according to Rater 1 is as follows: 4 students (10,52%) are in *excellent* category, 9 students (23,68%), are in *good* category, 19 students (50%), are in *fair* category, 3 students (7,89%) are in *poor* category, and 3 students (7,89%) in *bad* category.. In conclusion, the students' speaking ability of the second year students at MTS Darel Hikmah Pekanbaru according to Rater 1 falls into *fair* level.

The Students' Speaking Ability According to Rater 2

The students' speaking ability according to Rater 2 can be seen in table 7:

Table 7. The Students' Speaking Ability According to Rater 2

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	3	7,89%
2	64-69	Good	11	28,94%
3	58-63	Fair	17	44,73%
4	52-57	Poor	4	10,52%
5	45-51	Bad	3	7,89%
Total			38	100%

The data on the table above can be represented by the following histogram:

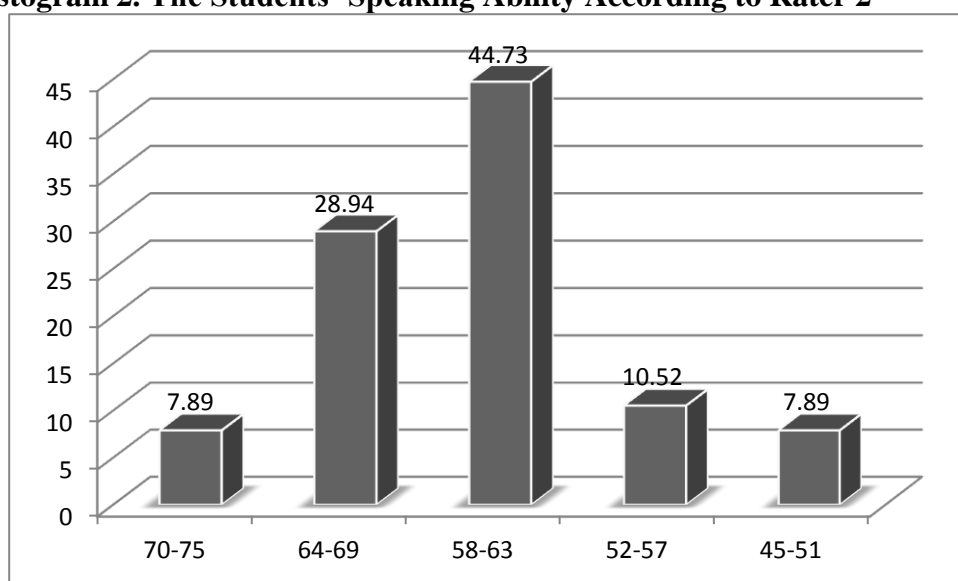**Histogram 2. The Students' Speaking Ability According to Rater 2**

Table 7 and histogram above show that the students' speaking ability according to Rater 2 is as follows: 3 students (7,89%) are in *excellent* category, 11 students (28,94%), are in *good* category, 17 students (44,73%), are in *fair* category, 4 students (10,52%) are in *poor* category, and 3 students (7,89%) are in *bad* category. In conclusion, the students' speaking ability of the second year students at MTS Darel Hikmah Pekanbaru according to Rater 2 falls into *fair* level. **.**

The Students' Speaking Ability According to Rater 3

The students' speaking ability according to Rater 3 can be seen in table 8:

Table 8. The Students' Speaking Ability According to Rater 3

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	2	5,26%
2	64-69	Good	14	36,84%
3	58-63	Fair	17	44,73%
4	52-57	Poor	3	7,89%
5	45-51	Bad	2	5,26%
Total			38	100%

The data on the table above can be represented by the following histogram:
Histogram 3. The Students' Speaking Ability According to Rater 3
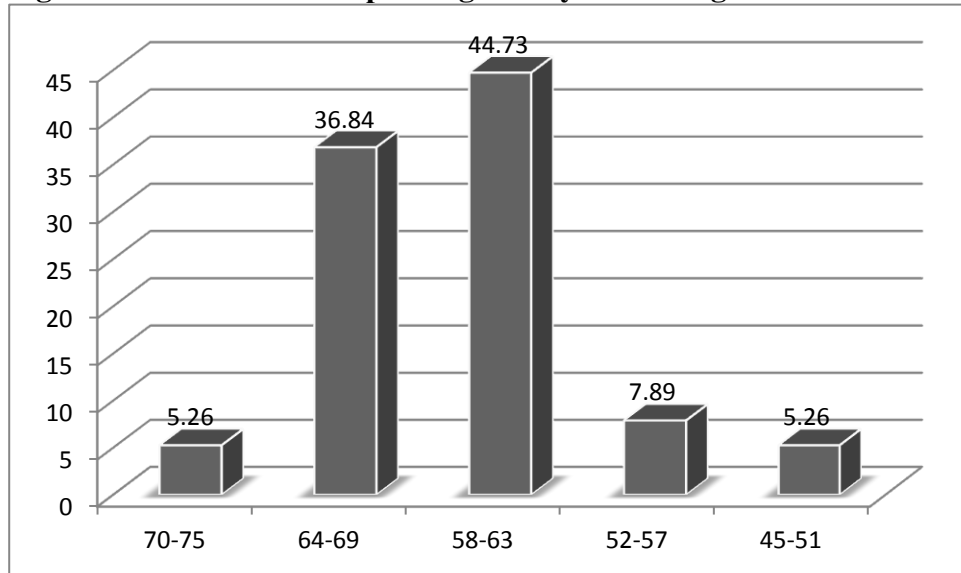

Table 8 and histogram above show that the students' speaking ability according to Rater 2 is as follows: 2 students (5,26%) are in *excellent* category, 14 students (36,84%), are in *good* category, 17 students (44,73%), are in *fair* category, 3 students (7,89%) are in *poor* category, and 2 students (5,26%) are in *bad* category. . In conclusion, the students' speaking ability of the second year students at MTS Darel Hikmah Pekanbaru according to Rater 3 falls into *fair* level.
The Students' Speaking Ability According to Three Raters in General

The Students' Speaking Ability in Terms of Pronunciation

The students' speaking ability in pronunciation is shown on table 9:
Table 9. The Level of the Students' Speaking Ability in Term of Pronunciation

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	4	10,52%
2	64-69	Good	20	52,63%
3	58-63	Fair	12	45,60%
4	52-57	Poor	2	5,26%
5	45-51	Bad	0	0%
Total			38	100%

The data on the table above can be represented by the following histogram:

Histogram 4. The Level of the Students' Speaking Ability in Terms of Pronunciation
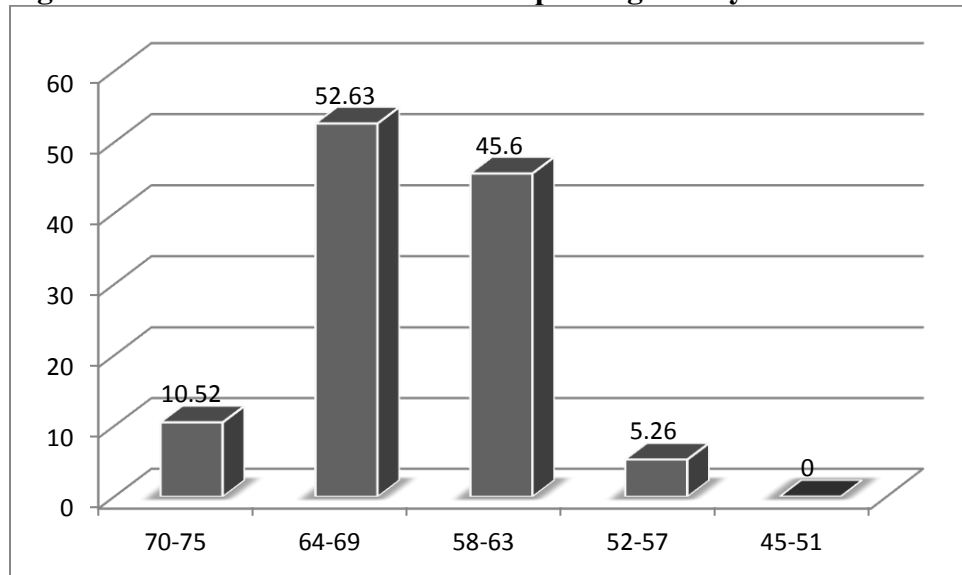

Table 9 and histogram above show that the students' speaking ability in terms of pronunciation is as follows: 4 students (10,52%) are in *excellent* category, 20 students (52,63%), are in *good* category, 12 students (45,60%), are in *fair* category, 2 students (2,56%) are in *poor* category and none students (0%) are in *bad* category. In conclusion, the students' speaking ability in terms of pronunciation of the second year students at MTS Darel Hikmah Pekanbaru according to three raters falls into *good* level.

The Students' Speaking Ability in Terms of Grammar

The students' speaking ability in grammar is shown on table 10:

Table 10. The Level of the Students' Speaking Ability in Term of Grammar

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	4	10,52%
2	64-69	Good	7	18,42%
3	58-63	Fair	22	57,89%
4	52-57	Poor	3	7,89%
5	45-51	Bad	2	5,26%
Total			38	100%

The data on the table above can be represented by the following histogram:

Histogram 5. The Level of the Students' Speaking Ability in Terms of Grammar
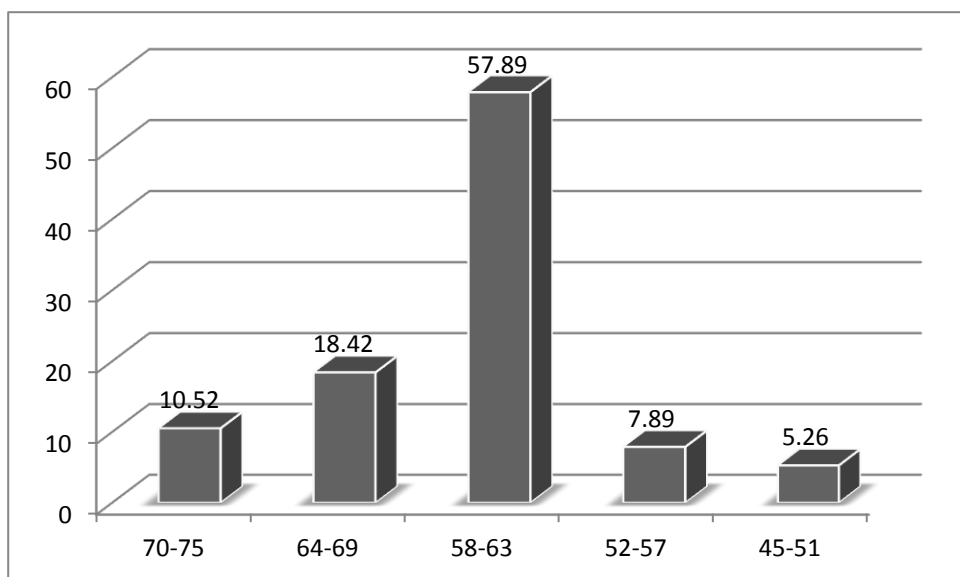
Table 10 and histogram above show that the students' speaking ability in terms of grammar is as follows: 4 students (10,52%) are in *excellent* category, 7 students (18,42%), are in *good* category, 22 students (57,89%), are in *fair* category, 3 students (7,89%) are in *poor* category, and 2 students (5,26%) are in *bad* category. In conclusion, the students' speaking ability in terms of grammar of the second year students at MTS Darel Hikmah Pekanbaru according to three raters falls into *Fair* level.

The Students' Speaking Ability in Terms of Vocabulary

The students' speaking ability in vocabulary is shown on table 11:

Table 11. The Level of the Students' Speaking Ability in Term of Vocabulary

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	3	7,89%
2	64-69	Good	8	21,05%
3	58-63	Fair	21	55,26%
4	52-57	Poor	4	10,52%
5	45-51	Bad	2	5,26%
Total			38	100%

The data on the table above can be represented by the following histogram:

Histogram 6. The Level of the Students' Speaking Ability in Terms of Vocabulary
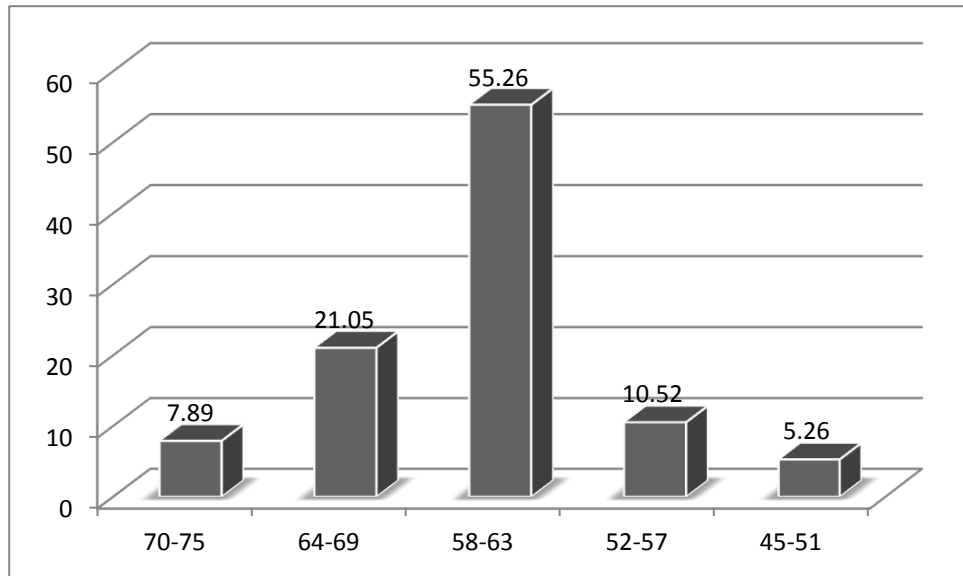
9

Table 11 and histogram above show that the students' speaking ability in terms of vocabulary is as follows: 3 students (7,89%) are in *excellent* category, 8 students (21,05%), are in *good* category, 21 students (55,26%), are in *fair* category, 4 students (10,52%) are in *poor* category, and 2 students (5,26%) are in *bad* category. In conclusion, the students' speaking ability in terms of vocabulary of the second year students at MTS Darel Hikmah Pekanbaru according to three raters falls into *fair* level.

The Students' Speaking Ability in Terms of Fluency

The students' speaking ability in fluency is shown on table 12:

Table 12. The Level of the Students' Speaking Ability in Term of Fluency

No.	Score Range	Category	Frequency	Percentage
1	70-75	Excellent	2	5,26%
2	64-69	Good	9	23,68%
3	58-63	Fair	19	50%
4	52-57	Poor	4	10,52%
5	45-51	Bad	3	7,89%
Total			38	100%

The data on the table above can be represented by the following histogram:
Histogram 7. The Level of the Students' Speaking Ability in Terms of Fluency
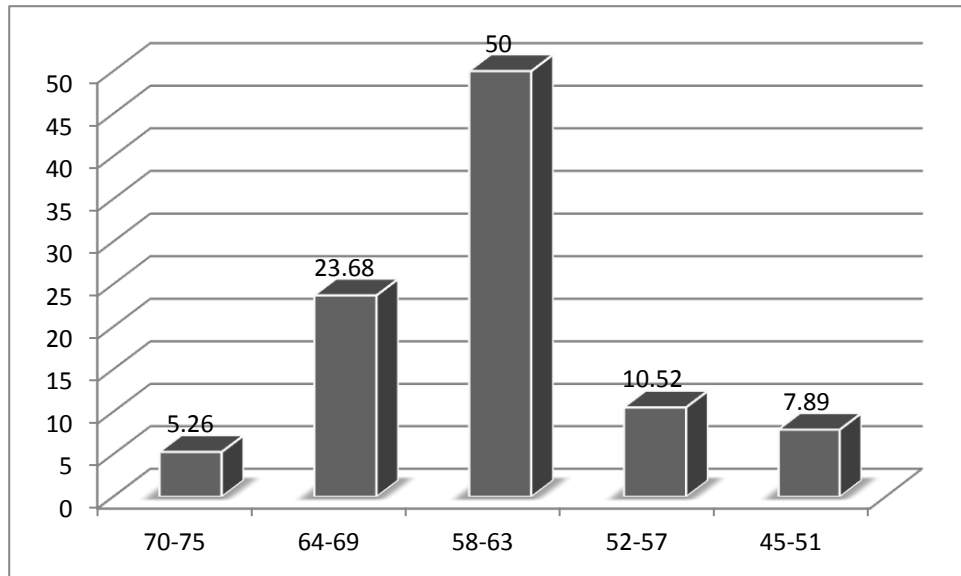
10

Table 12 and histogram above show that the students' speaking ability in terms of fluency is as follows: 2 students (5,26%) are in *excellent* category, 9 students (23,68%), are in *good* category, 19 students (50%), are in *fair* category, 4 students (10,52%) are in *poor* category, and 3 students (7,89%) are in *bad* category.. In conclusion, the students' speaking ability in terms of fluency of the second year students at MTS Darel Hikmah Pekanbaru according to three raters falls into *fair* level.

The Result of Students' Speaking Ability

The result of students' speaking ability according to the three raters can be seen in table 14.

Table 14. The Students' Speaking Ability

No	Name	Score	Category	Percentage
1	Nurhayati	69,9	Excellent	
2	Diah Nur Islamati	69,6	Excellent	7,89%
3	Islamiyati Ramadhan	69,2	Excellent	
4	Puji Astuti	65,4	Good	
5	Eni Siskowati	68,4	Good	
6	Muthia Amanda	68,8	Good	
7	Azhariah Fatinah	64,03	Good	
8	Salwa Nafiza	65,7	Good	
9	Risi Lasmina	65,7	Good	26,31%
10	Nur Mey Nartika	63,7	Good	
11	Sri Atikah Wahyuni	66,2	Good	
12	Cindi Mayolla	63,2	Good	
13	Nadia Maula Nikma	63,4	Good	
14	Nurhayati	61,4	Fair	
15	Mona azwani	62,6	Fair	
16	Rizki Maryati	60,5	Fair	55,26%
17	Melati Sela Syafriana	60,4	Fair	

18	Nezela Kurniawati	62,5	Fair	
19	Alivia Ramadhani	58,7	Fair	
20	Isfadillah	59,3	Fair	
21	Krisnayanti	62,4	Fair	
22	Tria Wulandari	60,8	Fair	
23	Oktia Fanny	60,8	Fair	
24	Risa Zafira	58,6	Fair	
25	Rima Diana Pratiwi	61,7	Fair	
26	Alfi Rahma	58,4	Fair	
27	Desi Cahyati	61,1	Fair	
28	Bikra Sofha Hanna	60,4	Fair	
29	Ulfa Syafira	57,1	Fair	
30	Ivana Silvy	60,4	Fair	
31	Annisa Erti	62,8	Fair	
32	Riska Aulia	58,8	Fair	
33	Rohayana	57,5	Fair	
34	Della Zulfianti	60,5	Fair	
35	Siti Umaisaroh	56,9	Poor	5,26%
36	Anik Wahyu Ningsih	54	Poor	
37	Zulhanif Syafrina	48,9	Bad	5,26%
38	Amelia Indarni	48,3	Bad	

Table 19 shows that 3 students (7,89%) are in *excellent* category, 10 students (26,31%) are in *good* category, 21 students (55,26%) are in *fair* category, 2 students (5,26%) are in *poor* category, and 2 students (5,26%) are in *bad* category. So, the second year students' speaking ability at MTS Darel hikmah Pekanbaru is in *fair* level.

The calculation of the students' speaking ability can be seen in Appendix 2, and the formula that is used to calculate the data is as follows:

$$Score = \frac{P + G + V + F}{4} \times 1\%$$

$$Score = \frac{63,3 + 61,5 + 60,9 + 59,7}{4} \times 1\%$$

$$SA = \frac{245,4}{4} \times 1\%$$

$$SA = 61,35$$

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CONCLUSIONS

Based on the result of the research, some conclusion can be drawn in this chapter. The speaking ability of the second year students at MTS Darel Hikmah Pekanbaru according to three rates is in *Fair* level. In terms of pronunciation, the students' average score is 63,3 (*Good*). In terms of Grammar, the students' average score is 61,5 (*Fair*). In terms of vocabulary, the students' average score is 60,9 (*Fair*). In terms of fluency, the students' average score is 59,7 (*Fair*). In conclusion, the second year students' speaking ability at MTS Darel Hikmah Pekanbaru is in **Fair** level.

SUGGESTION

Based on the data that found in this research, there are some suggestions that related with the data. (1) Although the conclusion show that the students' speaking ability in *good* level, the students' speaking ability still need to be improved. The students still face some problems in speaking English in term of pronunciation, grammar, vocabulary, fluency, and comprehension; (2)The students can improve their speaking ability with more practice speaking, and know the text well, especially about recount text. By understanding recount text can give an impact on their ability not only in speaking in the classroom, but also outside classroom where they face the real world; (3) English teacher can motivated the students in speaking with think about their favorite holiday. It can make the students active and the students can express their idea in retelling their experience in classroom. (4) English teacher should motivate the students to improve their speaking ability in every aspects; pronunciation, vocabulary, grammar, fluency, and comprehension.

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