

The Analysis of Students' Speaking Ability in Speech At English Literature Department of Mahasaraswati Denpasar University

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Abstrak– Penelitian ini bertujuan untuk mengetahui kemampuan dan kesulitan berbahasa Inggris mahasiswa semester III kelas 3D Jurusan Sastra Inggris Universitas Mahasaraswati Denpasar. Penelitian ini melihat secara khusus pada keterampilan berbicara siswa. Penelitian ini menggunakan metode kuantitatif deskriptif. Pendekatan purposive sampling diadopsi dalam penelitian ini. Delapan belas siswa dari kelas 3D membuat sampel untuk penelitian. Metode yang digunakan peneliti untuk menentukan kemampuan berbicara dalam berbicara adalah tes berbicara. Penelitian ini dilakukan melalui WhatsApp. Misalnya, siswa diminta untuk memberikan pidato saat sedang direkam di kamera. Dengan demikian kemampuan berbicara akan diteliti dalam penelitian ini. Kemudian, peneliti dan inter-rater menilai pembicaraan mereka. Hasilnya, temuan penelitian ini menunjukkan bahwa tiga siswa memiliki kemampuan berbicara luar biasa, tujuh siswa memiliki kemampuan berbicara yang baik, enam siswa memiliki kemampuan berbicara rata-rata, dan dua siswa memiliki kemampuan berbicara Adil. Pengucapan adalah bagian tersulit bagi siswa, diikuti oleh kelancaran, pemahaman, tata bahasa, dan kosa kata. Kesimpulannya, siswa umumnya memiliki kemampuan berbicara yang baik, dan komponen pengucapan adalah tantangan terbesar bagi siswa.

Kata Kunci: Kemampuan Berbicara, Analisis, Mahasiswa

Abstract– This study aimed to ascertain the abilities and difficulties in Speaking English of the third-semester students in the 3D class of the English Literature Department at Mahasaraswati Denpasar University. This research looked specifically at students' speaking skills. This research used descriptive quantitative methods. The approach of purposive sampling was adopted in this research. Eighteen students from the 3D class made up the sample for the research. The method the researcher used to determine speaking ability in speech was a speaking test. This research was conducted via WhatsApp. For instance, students are required to give a speech while it is being recorded on camera. Thus speaking ability will be examined in this research. Then, the researcher and inter-rater assessed their speaking. As a result, the findings of this study showed that three students had Excellent speaking ability, seven students had a good speaking ability, six students had Average speaking ability, and two students had Fair speaking ability. Pronunciation was the hardest part for the students, followed by fluency, comprehensibility, grammar, and vocabulary. In conclusion, the students generally have good speaking ability, and the pronunciation component is the greatest challenge for the students.

Keywords: Speaking Ability, Analysis, University Student

1. INTRODUCTION

According to Pollard (2008: 34), speaking is one of the most difficult aspects for students to master. Speaking specifically of students' English proficiency requires that they have strong speaking skills, as speaking is a skill that is essential for students to develop to effectively convey their thoughts, ideas, and opinions to others and to improve their verbal communication skills. In light of this, having effective speaking skills can help students communicate, convey information, their thoughts or feelings, and interact with people, especially if they desire to utilise English as a foreign language. There are many students who believe that speaking is the hardest skill to master, especially when it comes to giving a speech. This is due to the fact that many students are unable to practice. They are afraid to speak when things go wrong, such as when a word's pronunciation is unclear.

The English Literature Department's students ought to be able to master the language. The language consists of four skills: speaking, listening, reading, and writing. There are six categories of elements of language that influence speaking ability, according to Brown (2004: 172), namely, vocabulary, grammar, pronunciation, comprehension, fluency, and task.

Pronunciation

5 = equivalent to and fully accepted by an educated native speaker

4 = errors in pronunciation are quite rare

3 = The accent may be foreign.

2 = accent is intelligible, though often quite faulty.

1 = pronunciation errors are common, but understandable to native speakers dealing with foreigners attempting to speak his language.

Grammar

5 = equivalent to that of an educated native speaker.

4 = ability to use language accurately at all generally relevant levels professional needs. Grammar errors are quite rare.

3 = control of grammar is good.

2 = Basic structures can often be manipulated with enough precision, but no complete or sure understanding of the grammar.

1 = Grammar errors are common, but native speakers who are accustomed to dealing with foreigners trying to speak their language can understand them.

Vocabulary

5 = a level of language is fully embraced by educated native speakers, with a wide range of vocabulary, idioms, slang, and relevant cultural references

4 = able to understand and engage in any conversation within their range of experience with high lexical accuracy.

3 = be able to speak a language with enough vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics The vocabulary is large enough that he rarely needs to look up a word.

2 = has enough vocabulary to easily express himself with a few paraphrases.

1 = Vocabulary is insufficient to express anything but the most basic needs.

Fluency

5 = fluent in the language, his speeches are perfectly acceptable to educated native speakers.

4 = fluency in language at all levels, usually relevant to professional needs Can fluently participate in all conversations related to this experience.

3 = can discuss with reasonable ease special interests in competence. He rarely needs to search for words.

2 = can confidently handle most social situations, but it is not easy. This includes self-introductions and casual conversations about current events, and information about work, family, and autobiography.

1 = (no specific fluency description. Refer to the other four language areas for the implied level of fluency.)

Comprehension

5 = equivalent to that of an educated native speaker.

4 = can understand all conversations within his experience.

3 = comprehension is quite complete at a normal rate of speech.

2 = can get the gist of most conversations on non-technical subjects (i.e., topics that Require no specialised knowledge)

1 = within the framework of his very limited language experience, he can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.

Task

5 = speaking proficiency equivalent to that of an educated native speaker.

4 = rarely mistaken for a native speaker, yet he is able to react appropriately in unfamiliar situations. He can handle informal interpretation to and from languages.

3 = can take part correctly in maximum formal and casual conversations on practical, social, and expert topics.

2 = able to meet daily social and professional demands; needs help with complications or problems.

1 = can ask and answer questions on subjects he knows very well. Able to meet daily travel needs and minimal courtesy requirements.

Every skill requires a component to function properly. Speaking also necessitates several components. According to Vanderkevent (1990), the three components of speaking are;

A. The speakers

The speaker is the one who makes the sound. They are functional for expressing opinions or feelings to the listener. Therefore, without a speaker, no opinion, feeling, or feeling is expressed.

B. The listeners

Listeners are those who receive or obtain the opinions and feelings of the speaker. If there are no audiences, speakers will express their opinion by writing.

C. The utterances

The utterances are words or sentences the speakers produce to state an opinion. The speakers and listeners will use a sign if there is no utterance.

Public speaking is one of many ways for students to practice their English speaking skills. According to Harris (1974), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

A) Comprehension

Oral communication certainly requires a subject to respond to speech and initiate it.

B) Grammar

Students must know how to construct a proper sentence in the discussion. As explained by Heaton (1978:5) that students' ability to manipulate the structure and to distinguish appropriate grammatical from inappropriateness. Grammar is useful for learning the right approach to becoming fluent in a language orally and in writing.

C) Vocabulary

The proper diction that is employed in communication is referred to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is has a small vocabulary. Without vocabulary, it is impossible to communicate, and without grammar, even less. As a result of this justification, the researcher concluded that English language learners would not be able to speak or write English properly if they did not thoroughly understand the vocabulary.

D) Pronunciation

Students can talk more clearly by pronouncing their words correctly. It focuses on the phonological process, the part of grammar that consists of the components and rules that define how sounds change and pattern in a language. Both supra-segmental properties and phonemes are characteristics of pronunciation. The researcher deduced from the statement mentioned above that pronunciation is the understanding of researching how the words in a certain language are generated clearly when individuals talk. To make communication easier to understand when speaking, proper pronunciation is crucial.

E) Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker can relate meaning and context while reading, understanding, and responding to a language. Speaking accurately and fluently is a quality that can be characterised as fluency. One of the aims of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or "ums" or "ers" is a sign of fluency. These indicators show that

the speaker did not spend much time looking up the linguistic components required to convey the idea. The researcher concluded that fluency is another key element based on the abovementioned concepts. The capacity to talk accurately and eloquently is known as fluency.

The students' speaking abilities have been the subject of several studies. Ilham, et. al., (2019) demonstrates that the students' level of speaking ability was good. In line with the prior study, Harahap, et. al., (2021) revealed that, on average, the students possessed good grades in speech. Besides, Savitri, et. al., (2021) showed that in implementing a vlog assignment, the lecturer must consider some aspects to make the vlog contributes greatly to the students' speaking abilities, like factors that influence speaking. Kurniati, et. al., (2015) revealed that No student had an exceptional level of ability, 18 (66.6%) had a fair level of ability, 9 (33.4%) had an ordinary level of ability, and no student had a poor level of ability out of the 27 students. In addition, Hakim, et. al., (2021) showed that the students' speaking ability level is considered good.

From the prior research above, very few researchers have examined a speech to gauge students' speaking abilities; Therefore, the ability to speak in speech must be discussed. The speaking abilities of the students were demonstrated in this study. All levels of education are urged to hold their teaching and learning sessions online in light of the COVID-19 pandemic and the current scenario. In other words, teachers and students undertake the learning process from their homes as part of a remote teaching and learning process. In this instance, the researcher will use a video recorder to gather data from speech. The students must give a speech while it is being recorded on camera. Students' speaking ability will be examined in this study.

2. METHOD

This study belongs to the descriptive research method; more specifically, the Descriptive quantitative method. According to Arikunto (2010:3), descriptive research is a method to find out the conditions, circumstances or other things that have been mentioned. The writer picked this study to discover how well the students could use language in speech. Using the study's data, we can determine the students' speaking ability using language function in speech.

A population is a group of subjects of the research. According to Arikunto (1998:115), the population is all research subjects. The author utilised the cluster sampling technique to choose the sample. Cluster sampling is used when it is more feasible or convenient to select groups of individuals than individuals from a defined population in Borg and Gall (1979). Therefore, class 3D was chosen, and the population of this research is the second-year students of the English Literature Department of Mahasaraswati Denpasar University, more specifically, in class 3D. The total numbers of the students are 18.

A test is a tool used to measure someone's skill, performance, or understanding of something. According to Brown (2000:384), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The writer gave the test to the students by asking them students to make a graduation speech video.

The researcher used a speaking test to assess the students' speaking abilities while gathering data. The Covid-19 pandemic, however, made it hard for researchers to collect the data directly. The researcher ultimately chose to use WhatsApp to collect data. After gathering the information, the researcher asked a single inter-rater to evaluate and score the students' speaking skills using a rubric adopted by Haris (1974).

To analyse the data, the researcher will do some steps as follows:

1. The researcher assigns a score and counts the speaking aspects such as pronunciation, Grammar, Vocabulary, Fluency, and Comprehensibility while computing data. Brown (2004)'s formula is used by the researcher to calculate the score:

$$SA = \frac{P + V + G + F + C}{30} \times 10$$

SA = The total score of Speaking Ability

P = The score of Pronunciation

V = The score of Vocabulary

G = The score of Grammar

F = The score of Fluency
 C = The score of Comprehensibility

2. After collecting all of the scores for each subject, the researcher analyses them using the following formula;

\bar{X} = Mean Score
 $\sum X$ = Total score from researcher and rater
 N = Researcher + rater (Gay, 1981:289)

After knowing the mean score, the researcher categorises the result into five levels excellent, good, average, fair, and poor.

Level Scoring was adapted by Harris (1974)

Range Score	Level of Ability
9.0 – 10.0	Excellent
7.0 – 8.9	Good
5.0 – 6.9	Average
3.0 – 4.9	Fair
1.0 – 2.9	Poor

4. Making a conclusion based on data from the total score. The researcher will assess the entire score before concluding. Inter-rater reliability is how similar two or more different testers are equal and refrain from interfering with one another. Ping Wang (2009) stated that Inter-Rater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts. Ni Komang Sri Widyastuti, S.Pd. was selected to serve as the inter-rater. She is an English teacher and has been teaching English for one and a half years.

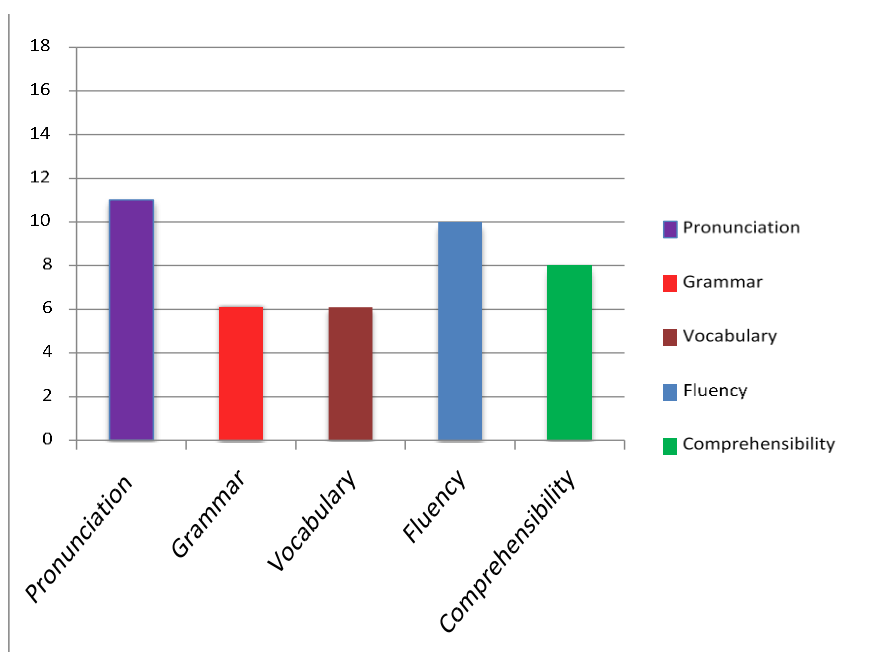
3. RESULT AND DISCUSSION

The study aimed to determine students' speaking ability in speech. As stated previously, this study's goal was to determine the students' speaking ability in speech. The test score is then divided into five categories. Pronunciation, grammar, vocabulary, fluency, and comprehensibility were the qualities that were tested and evaluated by the researcher and inter-rater. There were just 18 students who took samples. The speaking test that Mahasaraswati Denpasar University students recorded on video served as the foundation for the data used in this study. The research's conclusions are as follows:

No.	Subjects	SA/Mean of Researcher	SA/Mean of Rater	Total	SA/Mean	Category
1.	NPSL	7.6	5.3	12.9	6.4	Average
2.	PNCD	7.6	9.3	16.9	8.4	Good
3.	KWM	4.6	6	10,6	5.3	Average
4.	NKVNK	9	10	19	9.5	Excellent
5.	IGAPA	7.6	8	15.6	7.8	Good

6.	NKAP	8	7.6	15.6	7.8	Good
7.	MAI	8	7.6	15.6	7.8	Good
8.	NLPNR	8	9.3	17.3	8.6	Good
9.	NPKM	3.6	2.6	6.2	3.1	Fair
10.	NPEKNU	7.6	6.6	14.2	7.1	Good
11.	PDAP	5.6	4	9.6	4.8	Fair
12.	IKRSP	7.6	5	12.6	6.3	Average
13.	FXS	6	5.6	11.6	5.8	Average
14.	PRYD	9	9.3	18.3	9.1	Excellent
15.	HZS	6.6	5	11.6	5.8	Average
16.	NMJC	10	7.6	17.6	8.8	Good
17.	IGSJW	8	5	13	6.5	Average
18.	NMAD	9.3	10	19.3	9.6	Excellent

The table above showed that there were three students categorised as ‘Excellent’ with scores of 9.1-9.6 on the Speaking test. Then, seven students categorised ‘Good’ with scores of 7.1-8.8. Six students were categorised as ‘average’ with scores of 5.3-6.5, and there were two students categorised as ‘Fair’ with scores of 3.1-4.8. As a result, it may be assumed that all students can speak well and that no student falls into the ‘Poor’ category. Additionally, the following bar charts showed the information on the students’ speaking ability that was gathered;



The chart above showed that the students' pronunciation difficulty score was 11; the students' grammar difficulty was 6; the students' vocabulary difficulty was 6, the same as the grammar; the students' fluency difficulty was 10; the students' comprehensibility difficulty was 8. The hardest part of speaking English based on the number score of the component above was pronunciation which had an 11 score. The second challenge was fluency, which had a ten score. The third obstacle was comprehensibility level, with an eight score. Grammar and vocabulary were the fourth and last challenges; both had a difficulty score of 6, which was not a serious problem for students.

According to the researcher's analysis of the table score data, 16 students received high scores for their speaking abilities, while just two students received under-average scores. As a result, the third semester speaking results for the English Literature Department students in Class 3D at Mahasaraswati Denpasar University was excellent. Concerning the findings of the research based on the results of the speaking test. Pronunciation is the most difficult aspect of students' speaking abilities. The students believed they still struggled to acquire pronunciation to improve their speaking ability. Certain terms, such as castle, should, could, lecturer, and others, were still difficult for the students to pronounce. Then, based on the statistics, there was fluency after pronunciation. The students believed they struggled with fluency because they focused too much on the pronunciation they would use when speaking. For comprehensibility, however, there were different results. Following a speaking test, the researcher made the following assumption: that students had little comprehensibility because, as a listener the researcher found it difficult to understand what the students wanted to explain or utter. The last result of the difficulty of speaking ability was grammar and vocabulary. From the data gained, Grammar and vocabulary were the lowest scores. The researcher believed that their grammar and vocabulary were fine.

4. CONCLUSION

From the data analysis, it is possible to conclude that students' overall speaking ability is good. Nonetheless, some students are at a fair level. Pronunciation, grammar, vocabulary, fluency, and comprehensibility are all factors that influence their speaking. Students must be diligent in learning English and, ideally, enhance their speaking ability. Pronunciation is the most hardest aspect of speaking. Students believe that pronunciation is the hardest since they do not know how to properly pronounce words, such as which words have a silent letter. This is why students speak with excessive pauses. They can, however, practice their pronunciation by first glancing at the IPA symbol transcription so that the students can finally pronounce words correctly, which will help improve their speaking abilities.

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