

Improving the students of the EFL speaking class

Mukhlisin

STAI Miftahul Ula Nganjuk, East Java, Indonesia
mukhlisin.endemic@gmail.com

Syihaabul Huda

Institut Teknologi dan Bisnis Ahmad Dahlan Jakarta Indonesia
syihaabulhuda@itb-ad.ac.id

Yogi Purnama

Universitas Indraprasta PGRI, Indonesia
yogipurnama035@gmail.com,

Desy Riana Pratiwi

Universitas Padjadjaran Indonesia
desyrianapратиwi@yahoo.co.id

Feny Martina

IAIN Bengkulu Indonesia
feny@iainbengkulu.ac.id

Abstract

Public speaking is one of the conditional subjects that should be pursued by higher education students. It offers students the ability to talk as a subject of learning with a voice. Some of the components of speech that should be measured by students include comprehension, vocabulary, pronunciation, and grammar. This research was a descriptive study designed to explain students' speaking skills that were acceptable for speech indicators. The population was seventh semester students of the English Department of STAI Miftahul Ula, a total sample of 40 students was used. The research instrument used the speech test to test the validity and reliability of the test. The data was analyzed using the percentage formula. Based on the finding of the result, it was found that the capacity of students to talk in a speech was in different categories. In comprehension, the majority of students were strongly categorized (62.5 per cent), therefore the student's fluency in speech ordering was high categorized (67.5 per cent). When the vocabulary was chosen and the words pronounced, 55 % of students got better, but in grammar, students still have a problem. The data showed that only 32.5 percent of students had a high category.

Keywords: Students' Performance, Speaking Skill.

1. Introduction

Speaking is one of crucial skills should be mastered by the students. Speaking is one of the English skills to be priority in teaching and learning foreign and second language (Richards et al., 2008). In the other words, speaking is the important skill in English. Speaking is needed skill in learning (O'malley et al., 1985). It is used to convey the idea in communicating each other. Speaking is needed in various condition and situation (Hismanoglu et al., 2011). Moreover, speaking is one of conditional subjects in learning at Seventh semester students of English department of STAI Miftahul Ula, the students should pass speaking I, II, and then they can continue to public speaking class.

Public speaking class demands the students to have an ability to speak in public situation (Newmann et al., 1995). In this class the students prepare the performance to debate, discussion, seminars, and speech (Scannapieco, 1997; Azizah et al., 2019). In order to know students' ability in speaking class, the lecturer needs to measure students' speaking skill (Nazara, 2011). It can be done by assessing students' speaking by using different design. The design of assessing speaking that can be used such as imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking (Hedge, 2000). The designing of assessing speaking should be connected with students' speaking performance.

Speaking in public situation needs an understanding of speaking components (Grice et al., 2000). Brown and Priyanvada explain the components of speaking include vocabulary, grammar, fluency, pronunciation, and comprehension (Rahmawati et al., 2015). The score of each component can be measured by the different score, it based on students' performance in speaking, and the range of the score is 1-5.

Next, O'Malley gives four categories of speaking components; utterance, fluency, vocabulary, and listening (O'malley et al., 1996; Setyawan et al., 2019). Besides that, Weir argues the components of speaking are accuracy, appropriateness, range, flexibility, and size with 1-4 score levels (Weir Cyril, 1990). It can be seen that speaking can be seen from the different components. In this case, the researcher assessed students' speaking skill in delivering a speech at public speaking class by using the components that is suggested by (Brown, 2004).

2. Research Method

This research classified into descriptive quantitative research (Hopkins, 2008). The population was the seventh semester students' of STAI Miftahul Ula. Sample was selected by using total sampling. The number of sample can be seen in the table 1:

Table 1: Number of Sample of the Research

No	Class	Number of students
1	IV A	20
2	IV B	20
	Total	40

The instrument of the research was speaking test. The components can be seen as table 2 (showed at appendix):

The instrument of the research was checked the validity and reliability of the test. The validity of the test was checked by content validity, and to avoid the subjective score, the two scorers were implemented to score students' speaking skill.

In order to know students' ability in speaking, it was categorized in the table 3:

Table 3: The Category of Students' Score

Score	Criteria	Category
100 – 80	Very Good	High
79 – 70	Good	
69 – 60	Fair	Middle
59 – 50	Poor	Low
49 – 0	Very poor	

3. Finding And Discussion

The finding of the research was based on students' speaking skill orally. In this case, speech was a topic of the research in public speaking class. Generally, students' speaking skill in delivering speech can be seen in the following table:

Table 4: Students' Speaking Skill in Public Speaking Class

n	Xmax	Xmin	M	High	Middle	Low
40	88	40	70.8	22	12	6

Percentage (%)	55	30	15
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Furthermore, the researcher assessed students' speaking skill specifically. It based on the components of speaking skill. Based on the table 4, students' speaking skill in delivering a speech in public speaking class can be categorized into high ability. 55% students got good score in speaking. 30% students were classified into middle ability, and 15% students' classified into low ability.

3.1 Students' Comprehension In Delivering Speech In Public Speaking Class

Based on the result of students' speaking skill in delivering a speech in public speaking class, it was found that students' comprehension as table 5:

Table 5: Students' Comprehension in Delivering Speech in Public Speaking Class

n	Xmax	Xmin	M	High	Middle	Low
40	100	40	75.5	25	14	1
Percentage (%)				62.5	35	2.5

Based on table 5, it can be seen that students' comprehension in delivering the speech in public speaking class can be categorized into high ability. It was proved by the data, 62.5% students got good score in comprehending the speech.

3.2 Students' Fluency In Delivering Speech At Public Speaking Class

Fluency is the important indicator of evaluation in speaking skill. The data in table 6 showed that:

Table 6: Students' Fluency in Delivering Speech in Public Speaking Class

n	Xmax	Xmi n	M	High	Middle	Low
40	100	40	74.5	27	11	2
Percentage (%)				67.5	27.5	5

Based on the data, students' fluency in delivering the speech in public speaking class was high ability. The students can deliver their speaking fluently.

3.3 Students' Vocabulary in Delivering Speech at Public Speaking Class

The crucial aspect in helping the students speak well is vocabulary. Vocabulary cannot be separated in speaking skill; therefore, vocabulary is one of the indicators of evaluation in this research. The result of student's vocabulary in delivering a speech in public speaking class can be seen in the table 7:

Table 7: Students' Vocabulary in Delivering Speech in Public Speaking Class

n	Xmax	Xmin	M	High	Middle	Low
40	100	40	70.5	20	18	2
Percentage (%)				50	45	5

The data showed that half of the sample can use their vocabulary well in speaking in front of the audience.

3.4 Students' Pronunciation In Delivering Speech At Public Speaking Class

Pronunciation is students' utterance to make the other understand the meaning of speech in public speaking class, therefore, it is important to know students' pronunciation while speaking, the result in table 8 is:

Table 8: Students' Pronunciation in Delivering Speech in Public Speaking Class

n	Xmax	Xmin	M	High	Middle	Low
40	100	40	71	21	6	3
Percentage (%)				52.5	15	7.5

3.5 Students' Grammar in Delivering Speech at Public Speaking Class as Table 9 Showed

Table 9: Students' Grammar in Delivering Speech in Public Speaking Class

n	Xmax	Xmin	M	High	Middle	Low
40	80	20	62.5	13	20	7
Percentage (%)				32.5	50	17.5

Grammar has an significant role to play in speaking. It can be seen from the data that 17.5 percent of students have issues with grammar when speaking. A few students can be classified as having a high ability to speak in grammar. The other is the only medium capacity to use grammar to communicate in public settings. In order to talk in public contexts, such as reading, students need to know the components of reading well. It is important to help students deliver a speech (Shumin, 2002). Based on the results, it can be seen that comprehension, fluency, vocabulary, and student pronunciation can be classified as high ability, even though the percentage of students is less than 100 percent. It needs to develop the ability of students to communicate. Students who pursue the public speaking class mean that they have gone through speaking I and speaking II. Ideally, students can speak well by using a good speech part. Grammar is an essential feature of speech (Quirk, 2010). The result showed that the students still have a problem in grammar. Grammar is difficult component to be mastered (Richard, 2008). Evidence has shown that only 32.5 per cent of students can be classified as high grammatical skills, and 17.5 per cent of students have poor grammatical skills. In the sector, students were afraid to make a mistake in using grammar. It requires the effort of students to improve their grammar in the spoken class.

4. Conclusion And Suggestion

4.1. Conclusion

The product of students' ability to talk in public speaking classes is usually defined as high ability. More than 50 percent of the students had a good speech score. 30 per cent of students had a middle ability to speak and 15 per cent of students had a low ability to speak. Specifically, comprehension can be classified as a high skill, with 62.5 percent of students recognizing the ability to speak in a public speaking class. Fluency has been classified as high capacity; 67.5 percent of students have a strong fluency score. Vocabulary is the next part. In delivering a speech, students scored well in using vocabulary; 5 % of students ranked poor ability to use vocabulary. Student pronunciation also had a decent speech rate. 52.5 percent of students were classified as having a high ability to pronounce words in speech. Last, students' grammar has a middle capacity. 32.5 per cent of students were categorized as high, 50 per cent of students were categorized as middle, and 17.5 per cent of students were categorized as poor grammatical capacity to express speech in public speaking classes.

4.2. Suggestion

The students of STAI Miftahul Ula Nganjuk can be categorized into high ability in using some of components of speaking skill in public speaking class. But it is not enough, by the students who learn in English department ideally can speak well in English for public situation. It needs the improvement and effort from the students. The students need to know their skill in speaking. Besides that, the students should practice more outside of the English department environment. By evaluating students' speaking skill, it can be information to the students to develop their skill in speaking.

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Biographies

Mukhlisin, is a lecturer at STAI Miftahul Ula Nganjuk. His research is related to the social field. Write a variety of research that has been published both nationally and internationally.

Syahaabul Huda, completed his undergraduate studies at the Syarif Hidayatullah State Islamic University Jakarta. Then he continued his postgraduate studies at the Jakarta State University. He is currently active as a lecturer at the Ahmad Dahlan Institute of Technology and Business, Jakarta. Apart from teaching at the Ahmad Dahlan Institute of Technology and Business Jakarta, the author teaches at the Syarif Hidayatullah State Islamic University Jakarta and the Veteran National Development University Jakarta. His abilities are in the fields of education, linguistics, and Indonesian literature. Apart from teaching actively, the writer actively writes scientific articles, short stories, poetry, and novels.

Yogi Purnama, is a lecturer at universitas Indraprasta PGRI, focused on linguistics and literature. Writing a wide range of research both nationally and internationally

Desy Riana Pratiwi, studied at Universitas Padjadjaran in linguistic. She is concentrated in the fields of Indonesian language education and linguistics.

Feny Martina, M.Pd is a lecturer of State Islamic Institute of Bengkulu. She took his bachelor's degree in English Education at Bengkulu University and pursued a master's degree in the same field at Indonesia University of Education.