

Students' Speaking Ability in English in Senior High School 1 Pinrang

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ABSTRACT

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This study aimed to describe the speaking ability of students at SMA Negeri 1 Pinrang. It is categorized as descriptive research because it focuses on illustrating the students' condition, particularly regarding the challenges they face in speaking English in the classroom. The data collected were quantitative in nature, and the results show that the students' speaking proficiency is generally average, with scores ranging from 41 to 60. This reflects a reasonably commendable performance, although students still face some difficulties in speaking English effectively.

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INTRODUCTION

English learning is one of the many learning disciplines that are studied at various levels of education in Indonesia. According to data from publish or perish, approximately 500 studies on English literacy were published in 2021 and 2022. This demonstrates the importance of English in Indonesia. Writing and speaking are the two English language skills that are frequently studied in relation to psychological issues. Writing and communicating skills are examples of productive skills. The ability to speak, in particular, is motivated by desire and intent; that is, we want to communicate something to achieve a specific goal. This may include expressing ideas and opinions, expressing a wish or

desire, negotiating or solving a particular problem, or establishing and maintaining social relationships and friendships (McDonough & Shaw, 2003).

It has been previously explained that speaking is the means of communication; however, there are psychological problems in the English-speaking class that frequently manifest as lack of confidence, shame, and anxiety (Arifin, 2017). Due to this psychological issue, a claim was made that English is one of the subjects with a high level of difficulty that Indonesian students must master (EFL). This is likely due to the fact that English grammar is vastly dissimilar to that of the native language of the Indonesian people, making it difficult for pupils to learn and master. Shan Barera (2017) discovered that 75.6% of basic sample pupils have difficulty communicating in English with teachers and peers. Comparing English to other languages, 67.3% of elementary school students confess to encountering difficulty.

Horwitz (2001) defines apprehension communication as an individual's level of difficulty associated with either actual or anticipated communication with other people. Accordingly, apprehension communication contributes to students' difficulties in public speaking. This emotion varies widely from person to person and circumstance to circumstance. In addition to communication difficulties, other factors contribute to students' anxiety and discomfort when communicating in English. In this context, anxiety refers to a complex emotion that depends not only on a person's sense of self-efficacy but also on an evaluation of the perceived potential and threat inherent in a given situation (Rumiyati, 2018).

Speaking is an essential component of daily existence as a form of communication. Engaging in any aspect of life, whether social or personal, has always required communicating effectively. In addition, framing is an essential element of the curriculum for language teaching and learning (Luoma, 2004). The success of our interactions and the growth of our relationships depend on our ability to communicate effectively in social settings. Therefore, communication ability is one of the most essential factors for success in the workplace or daily life. For example, a leader must communicate effectively to convey information, persuade others, and give instructions. To demonstrate our prowess and aptitude, we must also possess communication skills.

Research on English speaking ability among senior high school students reveals varied proficiency levels and challenges. One study found that 86.8% of students demonstrated high speaking ability, while 11.2% were medium and 2.8% low (Mukammal, 2018). However, another study reported more moderate results, with 21.43% of students in the very good category and 35.71% each in fair and poor categories (Nurvita et al., 2019). Common difficulties include vocabulary, pronunciation, and grammar (Mukammal, 2018; Nurvita et al., 2019). Factors influencing speaking ability

include environment, learning methods, and language rules (Mukammal, 2018). Linguistic competence, encompassing phonetics, pronunciation, and syntax, was found to be the most developed skill among students, while sociolinguistic competence was the least practiced (Terogo et al., 2018). These findings suggest that while some students excel in English speaking, many still require additional support and practice to improve their skills.

Our spoken proficiency in the target language reflects our personality, sense of self, worldview, and capacity for logic and cognition (Luoma, 2004). Today, the general public places great emphasis on effective communication. It has been acknowledged for a long time as one of the most alluring characteristics. Everyone in the room respects an effective public speaker. Because it is one of the most frequently used communication skills, the ability to communicate has been indispensable. According to Rasyida (2015), the factors listed below substantially impact speaking. These include vocabulary, grammar, pronunciation, fluency, and comprehension.

RESEARCH METHOD

This study aimed to provide a detailed description of the students' speaking ability in English. It employed a descriptive research methodology, focusing on documenting the students' current speaking proficiency and the challenges they face in expressing themselves in English class. Descriptive research was chosen because it seeks to present the real conditions of the participants without manipulating any variables. The data collected in this study were quantitative to provide measurable insights into the students' speaking performance.

The population of this research consisted of all second-grade students at SMA Negeri 1 Pinrang, located on Jl. Urip Sumoharjo, Number 2, Pinrang, South Sulawesi. The researcher used random sampling techniques to select 100 students as the sample, ensuring every student had an equal opportunity to be part of the study. This approach increases the representativeness of the sample, making the findings applicable to the entire second-grade population.

The study was conducted during the second semester of the 2022/2023 academic year, specifically in February 2023. SMA Negeri 1 Pinrang, situated in the South Sulawesi region, served as the research setting.

The primary focus of this research was to measure the students' speaking ability in English. Several key components of speaking were evaluated to provide a comprehensive assessment: Fluency: The smoothness and flow of speech. Pronunciation: The accuracy of sounds, stress, and intonation in English. Vocabulary: The range and

appropriateness of words used. Sentence Structure: The correctness and complexity of grammar and syntax.

These elements were assessed quantitatively, allowing the researcher to objectively analyze the students' speaking performance based on specific criteria. The primary instrument used for data collection was a speaking test. In this test, students were assigned to talk about the theme “Unforgettable Moments” and present their responses orally in front of the class. This task aimed to reflect real-life communication, encouraging students to express themselves naturally and meaningfully. The researcher used Brown’s (2001) speaking rubric as a scoring guide to ensure consistency in the evaluation. This rubric provided clear criteria for measuring fluency, pronunciation, vocabulary, and sentence structure.

The quantitative data collected were processed and analyzed using SPSS 25. Several statistical procedures were employed to interpret the results: Descriptive Analysis: This provided summaries of the students' performance, including averages, score ranges, and standard deviations, to give an overview of their speaking ability. Prerequisite Tests: These tests ensured the data met the assumptions required for further statistical analysis, validating the accuracy of the results. This research method ensured that the study was conducted systematically and yielded reliable data, offering a comprehensive picture of the students' speaking proficiency.

RESULT AND DISCUSSION

The researcher obtained the results of the speaking test of class XI students of SMA Negeri 1 Pinrang through the speaking performance test with the theme of unforgettable moments the duration of each student's performance was 3 minutes. The following is presented the results of the speaking test obtained by class XI students of SMA Negeri 1 Pinrang in the form of a frequency distribution table.

Table 4. 5 Contains the Full Results of The Calculation

Interval	Classification	Frequency	Percentage
81-100	Excellent	12	12%
61-80	Good	23	23%
41-60	Fairly Good	34	34%
21-40	Fair	26	26%
0-20	Poor	5	5%
	Mean	54.56	

The findings show that the researcher evaluated the students' speaking ability which was analyzed by the criteria of poor, fair, fairly good, good, and excellent. Among the 100 students whose speaking skills were tested, the researcher found that 5 students (or 5%) were rated poor, 26 students (or 26%) were rated fair, 34 students (or 34%) were rated fairly good, 23 students (23%) were rated good, and 12 students (or 12% of the class) were rated excellent. Table 4.5 contains the average score data.

Table 4. 6 The Mean Score Speaking ability of the students Descriptive Statistics

Descriptive Statistics			
	N	Mean	Std. Deviation
Y	100	54.5600	21.57829
Valid N (listwise)	100		

The average represents the students' average score in speaking ability. The score of 54.56 was analyzed using the speaking criteria described in Chapter 3. The students' speaking ability is in the fairly good category. This means that students should continue to improve their speaking skill

"How are the students' speaking ability in English in senior high school 1 Pinrang?" in the Results section shows that most of the students are at a low level. As the researcher explained in Chapter 2, the level 56 of accuracy of speaking ability which is divided into, poor, fair, fairly good, good, and excellent shows that the average level of students' speaking ability is fairly good. In determining the level of speaking ability, the researcher looked at the range of speaking ability levels between 0 and 100. In describing the level of speaking ability, the researcher used a speaking scoring rubric to measure the level of students' speaking ability. In this study, the researcher gave a speaking assignment to students with the theme "Unforgettable Moment" and the results obtained showed that students with low levels of speaking ability had high anxiety and conversely students with high levels of self-confidence or tended to be very relaxed had excellent speaking skills. In this study the level of self-confidence of students at SMA 1 Pinrang there were 12 students at the excellent speaking ability level with a score range (81- 100), 23 students at the speaking ability level good with a score range (61-80), 34 students were at the speaking ability fairly good level with a score range (41-60), 26 students were at the speaking ability fair level with a score range (21-40), 5 students were at the speaking

ability level poor with a score range (0-20). According to Brown (2001: 267 when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. With a well speaking, students can also understand or comprehend what they speak, and then they can discuss it. In this study, it was concluded that the results for the third question were 57 that the average speaking ability of students was at a low level at SMA Negeri 1 Pinrang.

CONCLUSION

The researcher presents several key findings from this study, which are outlined as follows: The speaking proficiency of students at SMA Negeri 1 Pinrang falls within an average range, with scores primarily between 41 and 60. This performance indicates that while the students demonstrate a solid foundational ability in speaking, there is still room for improvement to achieve a higher level of fluency and accuracy. The average score suggests that students possess a commendable level of competence, being able to communicate meaningfully in various contexts. However, these results also highlight the need for targeted strategies to enhance their speaking skills, particularly in areas such as pronunciation, vocabulary development, and overall fluency, in order to help them reach a more advanced level of proficiency. With consistent practice and appropriate instructional support, students have the potential to elevate their speaking abilities to above-average or even excellent levels.

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