

**ANALYSIS OF SPEAKING ABILITY OF THE FIFTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UPY IN
ACADEMIC YEAR 2017/2018**

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Abstract

This study is conducted to reveal the students' ability in speaking of the fifth semester students and to describe the internal and external factors that cause the students' ability in speaking. The population of this research is the fifth semester students of English Education Study Program of UPY in the academic year of 2017-2018. The number of subject is 36 students or 100% of the total population and the sampling technique used is simple random sampling technique. To collect the data, the researcher utilizes oral testing, recording, observation and interview. The oral testing and recording is employed to reveal the students' speaking ability and to record the students' presentation in front of the class. Meanwhile observation and interview is to collect the data dealing with the factors affecting the students speaking ability. The data are analyzed utilizing quantitative description and qualitative description. The first finding shows that the speaking ability of the fifth semester students of English Education Study Program of UPY is in a fair category level. Because on the data analysis, it can be seen that the mean score is in the ideal one, that is $13.125 < X \leq 16.875$. The second finding shows that the factor affecting the students' speaking ability are internal factors. The internal factors include the students' physical condition and psychological condition (such as intellectual factor, high motivation, positive attitude toward the English subject, and more preparation). The third finding is external factors. The external factors consist of social environment (family, lecturers and friends) and non-social environment (home and school environment).

Keywords: *analysis, speaking ability, fifth semester*

Introduction

Speaking in English is one of the best materials in human life, because we can't imagine how if we meet different people from the other country and we can't make a conversation with them. English can help us to make a conversation because it is an international language. According to Crystal (1985) in Larsen (1991:1), English has increasingly become an international language for business and commerce science and

technology, and also international relation and diplomacy.

Some of the students of English Education Study Program find difficulties in speaking. The difficulties maybe caused by individual or each of the students itself, the lecturer in giving materials, and student's practice. From the experience that we can always see, there are many students who are not good in speaking English.

The failure of student's speaking skills is also caused by

physical factors and physiological factors. Physical factors like the senses, health, and general physical condition. Physiological factors which involve attitude, aptitude, interest, intelligence, talent, maturity, sex, motivation, and habit.

Research Method

this study belongs to quantitative research. The population is all the fifth semester students of English education study program of UPY in the academic year of 2017/1018 consisting of 36 students totally, the number of sample taken in this research was 36 students or 100% of all students. The consideration of taking the sample is that the total population is less than 100, and the researcher takes all the population. The technique used to take the sample is simple random sampling technique. The main instrument of this research is in the form of oral test. The students spoke in front of the class according to the topic they had chosen before. After finishing the speaking in front of the class, the lecturer they gave some questions to the students related to the topic. The researcher only recorded the student's presentation and their dialogue with the lecturer using a android voice recorder. This medium is used to record the data that contains the student's speech which is very necessary to be

analyzed to find out the students' ability in speaking in the final test of English Education Study Program of UPY.

There are two kinds of data that will be collected in this study, oral testing and recording and observation and interview. In addition, to collect the factor influencing the students' speaking ability the researcher used interview guide. This interview guide was used to collect the information from the students dealing with the problems faced during the speaking test.

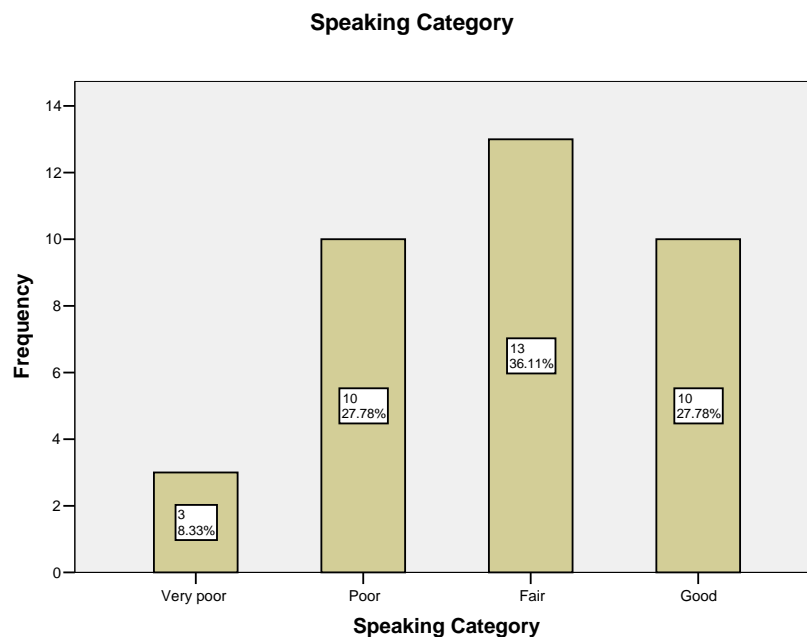
In this study there are two kinds of data analyzing techniques, namely; quantitative description and the qualitative description. The quantitative description deals with the statistic formula. This statistic is used to describe students' speaking ability. The qualitative data in this case were obtained from the observation in the class during speaking activity. There were some processes of analyzing the qualitative data. The first is data reduction. In this stage, the data are selected. The second step is data display. The selected data are analyzed and classified. The last is drawing conclusion. Based on the display data, the factors affecting English speaking ability are analyzed carefully to find out the description of problems in the speaking ability.

Finding and discussion

The Frequency Distribution of The Students' Speaking Ability

Category	Scores	Frequency	Percentage (%)
Very good	≥ 21	0	0.0
Good	18 - 21	10	27.8
Fair	14 - 17	13	36.1
Poor	10 - 13	10	27.8
Very poor	≤ 9	3	8.3
Total	-	36	100.0

The fact shows that the level of speaking ability of the fourth semester students is approaching the average (fair) value. It means that all speaking aspect (pronunciation, grammar, vocabulary, fluency, and, comprehension) are moderately mastered by the students. There are some factors that affect the students' speaking ability. They are the factors which come from the students themselves (the internal factors) and the factors which come from the outside environment (the external factors). The complete description will be discussed in part B and C. After analyzing the students' speaking ability, the researcher than analyzes each aspect of speaking. Moreover, the students' score can be seen in the table below. The category of speaking ability is shown in the following Figure.



Bar chart of Speaking Ability Category

The Summary of the Description Analysis

Descriptive statistic	Aspects of Speaking				
	Pronoun	Grammar	Vocab	Fluency	Compre
Number of cases (N)	36	36	36	36	36
Mean (X)	3.00	2.72	2.78	2.94	2.97
Standard Deviation (SD)	0.828	0.779	0.760	0.674	0.878
Minimum score	1	1	1	2	1
Maximum score	4	4	4	4	5
Range	3	3	3	2	4

The Frequency Distribution Of Students' Pronunciation Skill

Category	Scores	Frequency	Percentage (%)
Very good	5	0	0.0
Good	4	11	30.6
Fair	3	15	41.7
Poor	2	9	25.0
Very poor	1	1	2.8
Total	-	36	100.0

Based on the frequency distribution of the students' scores of pronunciation, it can be summarized that the most percentage obtained of the students' pronunciation is in fair category because most students are hard to understand because of pronunciation problems. They must be frequently asked to repeat the words they pronounce.

The Frequency Distribution Of Students' Grammar Mastery

Category	Scores	Frequency	Percentage (%)
Very good	5	0	0.0
Good	4	6	16.7
Fair	3	15	41.7
Poor	2	14	38.9
Very poor	1	1	2.8
Total	-	36	100.0

The result of the analysis shows that the students' grammar mastery is still fair. It means that most of the students fall into fair categories, which are 15 or 41.7% of the students. It indicates that most of the students still make some errors dealing with grammar when they are speaking English. Grammar and word-order errors make comprehension difficult.

The Frequency Distribution Of Students' Vocabulary Mastery

Category	Scores	Frequency	Percentage (%)
Very good	5	0	0.0
Good	4	5	13.9
Fair	3	20	55.6
Poor	2	9	25.0
Very poor	1	2	5.6
Total	-	36	100.0

The result of the analysis shows that the students' vocabulary mastery is still fair. It means that most of the students fall into a fair category that is 20 or 55.6% of the students. It indicates that the average of the students still make some errors dealing with word choices when they are speaking English.

The Frequency Distribution Of Students' Speaking Fluency

Category	Scores	Frequency	Percentage (%)
Very good	5	0	0.0
Good	4	7	19.4
Fair	3	20	55.6
Poor	2	9	25.0
Very poor	1	0	0.0
Total	-	36	100.0

The researcher conclude that in the average the student's fluency in speaking English is belonged to fair category as indicated by the frequency of 20 (55.6%) of total 36 students being the subjects of the research is belonged to fair category (score 3).

The Frequency Distribution Of Students' Speaking Fluency

Category	Scores	Frequency	Percentage (%)
Very good	5	1	2.8
Good	4	8	22.2
Fair	3	18	50.0
Poor	2	7	19.4
Very poor	1	2	5.6
Total	-	36	100.0

The students have fair comprehension when they are speaking English. The data showed that 18 (50.0%) of total 36 students being the subjects of the research are belonged to fair category (score 3). It means that at the average, the students have quite difficulties in comprehending what they are speaking. This was also indicated by their fair skill in writing their ideas.

The Internal Factors Causing Students' Ability in Speaking English

1. Physical Condition

When doing English speaking test, they look so fresh. It may occur because the students do many activities before such as take a bath, stretching, or other activities so that they get fair quality of speaking. It is shown by the result of the observation to the activity of English speaking test.

2. Psychological Condition

Many factors including the psychological aspects can influence the quantity and quality of students' learning achievement. However, in his study the researcher only discusses the factors affecting the students speaking ability; they are intellectual factors, high motivation, the students' attitude toward English subject, and more preparation in speaking test. The detail description can be seen as follows:

a. Intellectual factors

Most of the students have well English vocabulary and limited knowledge of English ruler. It means that the students good in using English vocabulary, for example, right use of words, appropriate terms, appropriate diction, etc. In line with English rules, the students make good dealing with word-order, use of *be*, well knowledge of English determiners, English preposition, etc. In addition, the students get easy in expressing ideas, understanding of the questions proposed by Researcher.

b. High Motivation

The students' high motivation causes the students' enthusiasm in learning English. The students' high motivation on the speaking test can be seen when they made good presentation. The students do remark their failure by learning vocabulary, grammar, pronunciation, and their preparation to make their speaking good and based on the instruction. They suddenly make some good recognition on their speaking test like the following example: Ichsanira Purwandari, she made a good paragraph, and good performance in front of class. The data can be seen below:

Merapi is one of the biggest volcano that located in Yogyakarta. It is categorized as an active volcano. In 2010 Merapi volcano erupted. Lava flew down to the village which located near with the volcano, and rain of ash in all over Yogyakarta. It was so terrible. A lot of damage happened after that disaster. Many victims also, because that eruption caused many accidents. People lost their home, jobs, field, things, and even they lost their family. Many people got injured and there were many people dead too because of that disaster.

Based on the example above, it can be summarized that most of the students realize the importance of speaking to their future so they serious in the speaking test. Speaking ability is a productive skill so the student should try seriously to achieve a good speaking ability by doing much practice. Without much practice, it is impossible for the students to get a good speaking ability.

c. The students' attitude toward English subject

Some students have positive attitude toward English, especially speaking. Actually speaking is not difficult subject and most of the student think that speaking is interesting subject. This condition is stated by students in the following interview:

- R : How do you think about English?
S₁ : English is very interesting subject
S₂ : I love it
S₃ : interesting, I can speak with people from another country

From the data above, the researcher can summarize that most of students regard that speaking is not difficult to learn. They have good attitude toward English. This attitude will cause the students to be interested in speaking so that they are serious in learning speaking. On the other hand, the positive attitude will give the positive impact in learning process because it can increase the students' motivation in learning speaking. The data are shown below:

- R : Do you like English? Why?
S₁ : Yes, of course, because the lecturer is good
S₂ : Yes, because I got a good mark
R : How do you get good mark?
S₁ : Yes, I got B
S₂ : I got A

d. More Preparation

The cause of the students' success in speaking is good preparation. Preparation in this case is not only the materials but also the mental preparation. From the observation, it could be seen that Hendri Kurniadi was confidence in front of the class. Most of the students have good mental preparation when speaking in front of the audience. It can be seen that when he/she becomes speaker to perform in the class he/she feels good standing in front of the audience.

Besides, the material preparation is important when the student speaks with the audience. Based on the fact, the students have more material preparation so that their speaking focuses on the topic given by the researcher. As a result, the students speak inside the topic and better of English vocabulary

The External Factors Causing Students' Ability in Speaking English

Social Environment

a. Family

Family consists of the student's parent and their relatives. Based on the observation, the students who have good speaking ability always practice at home together with their family or relatives. The data can be seen below:

- R : Do you always speak English at home with your family?
S₁ : Yes, Sometimes I speak English if I remember.
S₂ : Yes, often. But I only practice using vocabulary that I

remember.

Some students said that they like listening English music and watching western program. They practice to speak English by singing English songs. The data can be seen below:

R : How to improve your speaking ability?

S₁ : Listening mp3, English song.

S₂ : Watching youtube and listening conversation but sometimes reading the text

S₃ : Reading novel

On the other hand, those who are speaking ability are poor, never practice at home. In this case, the role of parents is very important. When the researcher observed and gave a few question to the students, the researcher found most of the students try to speak English when they were at home. Their parents controlled their study so when they arrived at home they only play together with their friend.

b. Lecturer

Social school environment also influence the students speaking ability. The fact shows that good lectures can motivate the students in learning speaking. Some students said that they like their lecturer because she can apply a good teaching technique. By so doing, they become motivated when learning speaking. The data are presented below:

R : Do you like speaking subject?

S₁ : Yes, I like the lecturer, Mrs Nafisa is a clever lecturer and Her teaching technique is good so. I like Mr. Joo because He is very kind and try to explain the subject with a little Kidding

S₂ : yes, because the lecturer is good

S₃ : Yes, and I am confidence when speaking English.

S₄ : yes, I do.

c. Friends

Friends are the first aid to overcome and help in speaking ability because they can be met every day in campus. However, most of the students of PGRI University especially in English department try to speak English out of the class activity. It is shown in the dialogue below:

R : beside you speak English in the class, do you like speak with your friend in the boarding house or at home maybe?

S₁ : Yes, but a little, I usually speak Javanese or Speak in bahasa with my friends in campus or boarding house.

S₂ : Sometimes I speak English but I often speak Javanese and Bahasa.

Non-Social Environment

a. Home

The condition of home environment also affects the student in mastering English speaking. The result of observation can be seen below:

R: do you ever speak English at home or boarding house?

S: Sometimes I speak English, for example, I ask for my friend to help me take a glass of water (Yul, give me a glass of water, please)

Based on the observation, the researcher can know that most of the students come from outside of Yogyakarta. It means that they live in a boarding house with her/his friends. Sometimes the students speak English together with their friend in the boarding house.

b. School

School environment can influence the students' speaking ability. Based on the observation, some students said that the learning facility is complete. Therefore, complete facility causes the students spirit to learn seriously. It can be seen in the following interviews:

R: How is the facility of laboratory?

S: The facility is complete. Only little tools are broken

When the speaking exam held, the situations of the school support

Conclusion

By comparing the mean score obtained with the ideal mean and ideal standard deviation, it is found that the speaking ability of the fifth semester students of English Education Study Program of UPY is in a fair category level because based on the research findings, it can be seen that the mean score in the ideal one, that is, $13.125 < X \leq 16.875$.

There are many factors coming from the student themselves which can affect the students' speaking ability. The first is internal factors. The internal factors include the students' physical condition and psychological condition (such as intellectual, high motivation, positive attitude toward the English subject, and more preparation). The second is external factors. The internal factors consist of environment (family, lecturers and friends) and non-social

environment (home and school environment).

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