

SPEAKING SKILLS OF ENGLISH DEPARTMENT STUDENTS YEAR 2013 IN PUBLIC SPEAKING CLASS

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Abstrak

Sebagai bagian dari alat komunikasi, bahasa seharusnya diucapkan. Bahasa Inggris adalah salah satu bahasa penting yang warga dunia harus menguasai. Namun, orang-orang yang bahasa ibunya bukan bahasa Inggris akan menemukan kesulitan untuk menguasai. Hal ini mirip dengan mahasiswa Indonesia yang belajar bahasa Inggris. Ada empat kemampuan dasar dalam bahasa Inggris yang wajib dikuasai, seperti mendengar, berbicara, membaca, dan menulis. Sebagai kemampuan dasar, kemampuan berbicara juga sama pentingnya dengan menulis, mendengar, dan membaca. Kemampuan berbicara juga dipelajari oleh mahasiswa UNESA terutama di Jurusan Bahasa Inggris karena mahasiswa harus menguasai kemampuan berbicara. Tetapi dalam kenyataannya, peneliti menemukan banyak mahasiswa Bahasa Inggris angkatan 2013 yang masih belum menguasai kemampuan berbicara secara baik karena kurang mempraktekannya padahal mereka sudah mendapatkan mata kuliah Public Speaking. Mereka masih sulit untuk memilih kata, masih banyak kesalahan pada struktur dalam berbicara, dan tidak lancar dalam berbicara bahasa Inggris. Dari alasan tersebut peneliti membuat pertanyaan; Bagaimana ketrampilan berbicara Mahasiswa Bahasa Inggris angkatan 2013 berdasarkan Pengukuran kemampuan berbicara dari John W. Oller, Jr. di kelas Public Speaking?

Ada beberapa teori yang dapat mendukung penelitian ini. Yang pertama dari Harmer (2001), Dia menjelaskan bahwa ada beberapa elemen yang mengacu pada bahasa yang pelajar harus mengetahuinya, yaitu fitur bahasa dan mental/proses sosial. Yang kedua teori dari John W. Oller, Jr.(1979) yang berpendapat ada beberapa komponen pendukung untuk menilai kemampuan berbicara siswa sebagai poin-poin dalam bahasa: Aksentuasi, tata bahasa, kosa kata, kelancaran, dan pemahaman. Peneliti menggunakan Pengukuran kecakapan berbicara dari John W. Oller, Jr. karena cocok untuk menjawab pertanyaan yang berhubungan dengan penelitian ini.

Penelitian ini bersifat deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa Jurusan Bahasa Inggris UNESA tahun 2013. Ada 2 kelas *Public speaking* yang dipilih untuk diamati yaitu kelas A dan kelas B. *Weighting table* dan *field note* digunakan untuk mendapatkan data dari skor kinerja siswa. Penelitian ini dilakukan dalam dua hari untuk masing-masing kelas. Para siswa ditugaskan untuk membuat pidato dengan topik tertentu.

Pada akhirnya, hasil dari kedua kelas menunjukkan sedikit perbedaan. Kelas A menunjukkan sedikit perbedaan. Kelas A menunjukkan tingkat yang lebih tinggi dari kinerja dari kelas B. Namun, hasil keseluruhan menunjukkan bahwa mereka mencapai kemampuan berbicara. Jadi peneliti menyarankan adanya tindakan yang nyata untuk membuat program berbicara bahasa Inggris yang dapat mengembangkan kemampuan mahasiswa agar dapat berbicara baik secara formal maupun tidak. Oleh karena itu mahasiswa dapat menguasai bahasa Inggris dan akan berguna setelah kelulusan.

Kata Kunci: Kemampuan berbicara, Public Speaking, Mahasiswa Bahasa Inggris 2013.

Abstract

As part of communication tool, language is supposed to be spoken. English is one of important languages that citizens of the world should master. However, people with non English mother tongue would find it difficult. It is similar to Indonesian students who study English. In order to master it they have to learn four basic English skills such as listening, speaking, reading, and writing. As one of basic skills, speaking is just as important as other skills. Speaking skill was also studied by students at UNESA especially on English Department because they must master speaking skill fluently. But in fact, researcher have found a lot of students of the English Department year 2013 who are still unable to speak English correctly and do not have good speaking skills because they lack practice their skill while they get last course of speaking which is Public speaking. They still have problems in choosing words, many grammatical errors occur in the pronunciation, and still not fluent in speaking English. From the reason above the researcher formulate the question; How is the speaking skills of English Department Students year 2013 based on Speaking Proficiency Measurement by John W. Oller, Jr. in public speaking class?

There are some theories to support this study, The first is from (Harmer, 2001) stated that there are some elements which refer to the language that learners should have knowledge about, which are language features and mental/social processing. The second theory is from John W. Oller, Jr.(1979) argued that there are several supporting components in measuring the student's speaking proficiency as the specific points of language; Accent, Grammar,

Vocabulary, Fluency, and Comprehension. The researcher uses Speaking Proficiency Measurement by John W. Oller, Jr. for this study because it compatible to answer the question related this study.

The research design of this study was qualitative descriptive. The subject of the study is students of English Department of UNESA year 2013. 2 classes these are A and B of "Public speaking" were involved to be participant in this qualitative descriptive. Weighting table and field note were used to gain the data of students performance score. The study was done within two days and each day was for each class. The students were assigned to make an impromptu speech with particular topics.

In the end, the result of both classes showed a slight difference. Class A showed higher level of performance than class B. However, the overall result showed that they attained advance skill of speaking. So the researcher suggest the existence of a real follow-up to make the program speak English lessons which can improve students' ability to speak well formally or informally. So that students will be accustomed to speak the English language and will be useful after their graduation

Key words : Speaking skill, Public Speaking, English Department Students 2013.

INTRODUCTION

In case of mastering English, According to Scrivener (2005) that basic skills are divided into two skills; productive skill and receptive skill. Productive skill consists of speaking and writing, while receptive skill consists of reading and listening. Regarding these, study has been conducted in terms of writing to find out The Knowledge of English Department Students of Genre. While the previous studies focused on writing in English Department Students year 2008, this current research has been conducted to investigate speaking proficiency of English Department Students year 2013. Speaking skill was also studied by students who are studying in UNESA especially on English Department because students must master speaking skill fluently. To help students of English Department in mastering speaking skill, students will be given some speaking courses aimed at improving their speaking skills while studying at the University. One of them is Public Speaking which aims to present and defend a topic (paper present) on the topic of learning English are organized in the form of prepared and impromptu speech. But in fact, researcher have found a lot of students of the English Department year 2013 who are still unable to speak English correctly and do not have good speaking skills because they lack practice their skill while they get last course of speaking which is Public speaking.

In other hand, there are several supporting components in measuring the student's speaking proficiency, which are accent, grammar, vocabulary, fluency, and comprehension (John W. Oller, 1979). It means that Student's can mastering speaking skills if they can master several component of speaking. That is why Speaking proficiency measurement by John W. Oller, Jr.(1979) was chosen by the researcher since it had some aspect of speaking to be measured which later could represent students' performance level. From the reason above the researcher formulate the question; How is the speaking skills of English Department Students year 2013 based on Speaking Proficiency Measurement by John W. Oller, Jr. in public speaking class?

Speaking is extremely important part of second language teaching and learning. Speaking is usually the second language skill that should be learn and mastered

by language learner (Kayi, 2006). Moreover, speaking is the indicator that someone can be considered knows a language which is important to be learn as important as listening, reading, and writing (Nunan, 1998).

Speaking requires that learners should know how to produce specific points of language. Based on Oller's (1979), there are several supporting components in measuring the student's speaking proficiency as the specific points of language: Accent, Grammar, Vocabulary, Fluency, and Comprehension.

RESEARCH METHODS

This study was a qualitative descriptive research since was designed to obtain information concerning the current status of phenomena (Jacobs,1985).

The participants were public speaking students class A and B year 2013 of UNESA. The data was students' speaking performance. Furthermore, observational field note were employed as the research instruments and speaking proficiency measurement (weighting table and conversion table) by John W. Oller, Jr.(1979) were used as assessing students speaking performance.

The study was done within two days and each day was for each class. There were two classes which were observed in this research. Each class had only one observation. The first observation conducted on March 30th, 2015, in State University of Surabaya in Public Speaking A class 2013. The class began at 08.45 and finished at 10.30 am. This class had nineteen students to be observed. The lesson was about impromptu speech which means that students speak English in front of class without preparation. Before starting the lesson, the lecturer made sure that the students were ready with their speech. Each student had different topics to present. The topics were decided by the lecturer in the previous meeting. They were "Love", "Environment", "Juvenile Delinquency", "Farewell Party", and "Women". Later, each student came forward to start their speech. The lecturer assessed the students' performance using the weighting table from Oller's (1979). Second Observation conducted on April 2nd, 2015 in State University of Surabaya in Public Speaking B class 2013. The class began at 08.45 and finished at 10.30 am. This class had fifteen students to be observed. The lecture gave the same instruction to the students like the previous class. The

lecture made sure that the students were ready with their speech. Each student had different topics to present. The topics were decided by the lecture in the previous meeting. They were "Love", "Environment", "Juvenile Delinquency", "Farewell Party", and "Women". Later, each student came forward to start their speaking. The lecture assessed the students' performance using the weighting table. After the student is assessed using a weighting table it could be seen their total score. Total score will be adjusted by using the conversion table that is useful to look at the speaking skills of these students as well as their FSI level (Foreign Service Institute).

RESULT OF OBSERVATION

Based on FSI level the weighting table showed that class A had only one student who was placed in level 2 which total score was around 43-54, Four students were included in level 2+ which total score way around 53-62 and there was also one student had total score around 63-72 that showed level 3. Most of the students were scored around 73-82. The student's highest level was level 4. Four students could reach this level by showing total score around 83-92.

Class B was slightly different with class A. Total number of students in one level did not present significant difference with another level. There was only one student was sorted in level 2 of FSI. Three students were in level 2+ with score 53-62. There were two students who get score around 63-72 in level 3. One around 73-82 were placed. Similar with class A, class B's highest level of performance was level 4. There were five students whose speaking skill could be scored around 83-92.

DISCUSSION

Based John W Oller, Jr. Conversion table above, mostly the students in A class got in level 3+. It means that the ability of students in speaking was the same. They were able to express themselves in both formal and informal conversations which the topics were usually related to social, professional or special field that they were interested in. Their comprehension was quite complete with a normal speech, while in vocabulary they tend to use the words which they know before. Their good accent and grammar could be understood even though they occasionally made error.

Meanwhile, mostly in B class the students get in level 4. It could be seen that the ability quite similar to each other. They speak the language in all levels pertinent to professional needs was highly fluent and accurate. They were also able to participate in any conversational using native vocabulary, they could respond in unfamiliar situations which they usually did not through it. They rarely made errors in their pronunciation and grammar but they knew how to interpret language.

The students' ability in both classes was quite similar but had different level in FSI. Both classes had the ability to speak the language fluently and accurately. This,

nevertheless, did not mean that they had native speaker's proficiency. In conclusion although English was not their native language, they could be categorized as having high level English speaking skill. In class A, we could see that total number of students who were sorted in level 3+ and level 4 was more than total number of students who were placed in level 2, 2+, and 3. Similarly, class B's result also show the same trend. Total number of students categorized in level 3+ and 4 was more than total number of students in level 2, 2+, and 3.

CONCLUSION

It can be seen from the result and discussion that there were two classes to be observed. Each class was investigated in a day. Based on weighting table from John W Oller used by the researcher, both classes showed a quite similar result. Class A showed that most of the students were classified in level 3+ of FSI level. Meanwhile, mostly the students of class B were placed a little higher than the students of class A within level 4 of FSI level. This result would be useful for both lecturer and the students. According Buku Pedoman UNESA 2013/2014, students can meet the requirements to pass the course and must be supported by other values such tasks given by the lecturer, the presence of each meeting, and active in teaching learning activities in the classroom.

SUGGESTION

This research might not be perfect, so that the researcher is willing to hear any research related to this. The research was only about how the students' speaking performance was and measured by Ollers' speaking measurement. It did not discuss how to improve or keep the performance good. So, researchers suggest the existence of a real follow-up to make the program speak English lessons which can improve students' ability to speak well formally or informally. So that students will be accustomed to speak the English language and will be useful after their graduation.

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