EXPLORING STUDENTS' SPEAKING ABILITY AT MUHAMMADIYAH SORONG UNIVERSITY (UMS)

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Abstract

This research tried to find out how is students' speaking ability at University Muhammadiyah Sorong. This research used qualitative method and descriptive design. The population is students of English department at University of Muhammadiyah Sorong in 2013/2014 academic year. The writer took only 30 students randomly of fifth semester as the sample of this research. The writer also prepared some topics that chosen by the students and used voice recorder as the research instruments to measure students' speaking ability.The result of this research revealed that the students' speaking ability at University of Muhammadiyah Sorong was poor. The detail aspect of speaking occurred, Pronunciation was good, Grammar was fair, Vocabulary was fair, Fluency was poor, and Comprehension was poor which based on 30 respondents of fifth semester of English Education Department at University of Muhammadiyah Sorong.

Keywords: *language, speaking, speaking ability*

INTRODUCTION

As we know together, English is an international language. When people meet each other's from different countries, they should use English as their united language. In many countries, English become a second language in communication but in Indonesia, it is a foreign language after vernacular and Bahasa Indonesia. Evans and Maggie (1998:53) stated that English has become the international language of business. In Indonesia, mastery of English is one of plus point to be received as an employee of an enterprise. Many enterprises ask for English certificate as the requirement of the job. They want the employee can communicate with English orally and written.

To be an English teacher, we should to mastery English speaking well. Nowadays, along with the strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context. (Widiati and Bambang, 2006: 269). *There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. (Harmer, 2007:123)*

Speaking becomes the first goal in learning language. The main aim of English

education department student is to be teacher. For the university students, it will be proved when they *start* to teach as teachers in practice to speak in front of the class. Listeners will become the judges to them, when they can speak well they will recognize their ability and the other way. Inspired by the phenomena mentioned above, the writer will further explore about speaking of student at University of Sorong Muhammadiyah. The problem of the research is: how is students' speaking ability at University of Muhammadiyah Sorong?

METHOD

The research method applied qualitative descriptive analysis approach to analyze all data has been collected. Using random sampling technique, the subject of this study will be applied for 30 students of English Department which is selected on fifth semester at Muhammadiyah Sorong University.

Research Instruments

The writer used some topics and voice recorder as the research instruments to measure students' speaking ability.

Data Analysis

In this research, the descriptive statistical method is used to analyze the data about exploring students' speaking ability at Muhammadiyah Sorong University Sorong in 2013/2014 academic year.

$$\overline{X} = \frac{\Sigma x}{n}$$

(Sudjana, 1989)

X = mean score of the groups
Σx = the total of all students' score
n = the number of students

After analyzing the scores obtain by using the formula above, the result is consult to the following classification level of the test.
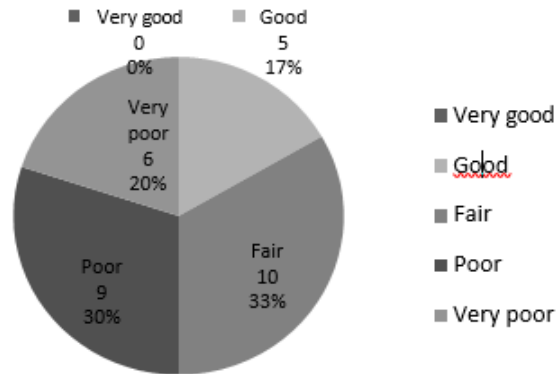
Percentage (%)	Category
85 - 100	Very good
70 – 84	Good
55 – 69	Fair
40 – 54	Poor
0 – 39	Very poor

(Asmani, 2011:190)

FINDING

In this section, the writer classified the result of speaking test of the students. There are 30 students that followed this test. After analyzing the data, the writer got students' speaking score as follows:
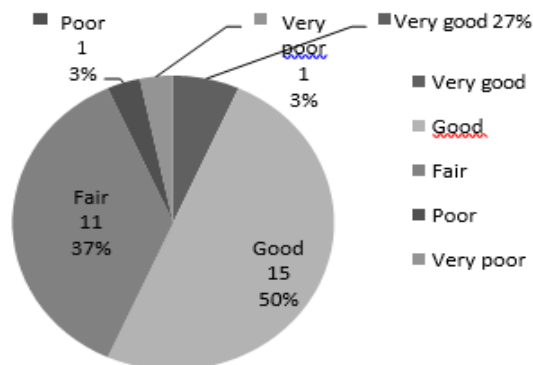
Graphic 1
Percentage of Students' Speaking Test

In addition, based on Graphic 1, the writer can summarize the number of students' speaking test on percentage which, no one student was on very good category or 0%, 5 students were on good category or 17%, 10 students were on fair category or 33%, 9 students were on poor category or 30%, and 6 students were on very poor category or 20%. So, the average of students' speaking test was 54% or on poor category.

The graphics below show the score from each item of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension.

Graphic 2
Percentage of Students' Pronunciation
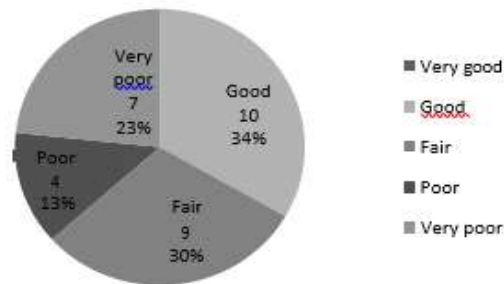

Based on Graphic 2, the writer can summarize the number of students' pronunciation on percentage which, 2 students were on very good category or 7%, 15 students were on good category or 50%, 11 students were on fair category or 37%, 1 student was on poor category or 3%, and 1 student was on very poor category or 3%. So, the average of students' pronunciation was 71% or on good category.

Graphic 3
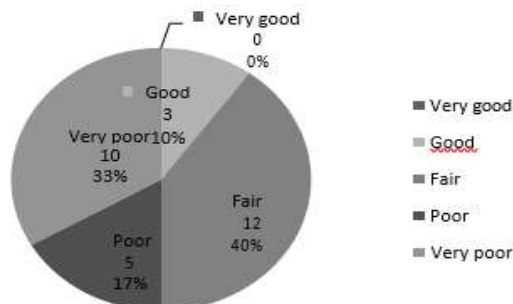**Percentage of Students' Grammar**
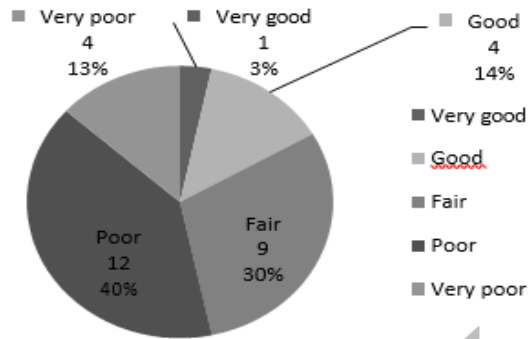
Based on Graphic 3, the writer can summarize the number of students' grammar on percentage which, 1 student was on very good category or 3%, 4 students were on good category or 14%, 9 students were on fair category or 30%, 12 students were on poor category or 40%, and 4 students was on very poor category or 13%. So, the average of students' grammar was 51% or on fair category.

Graphic 4
Percentage of Students' Vocabulary

Based on Graphic 4, the writer can summarize the number of students' vocabulary on percentage which, no one students was on very good category, 10 students were on good category or 34%, 9 students were on fair category or 30%, 4 students was on poor category or 13%, and 7 student were on very poor category or 7%. So, the average of students' pronunciation was 55% or on fair category.

Graphic 5
Percentage of Students' Fluency

Based on Graphic 5, the writer can summarize the number of students' fluency on percentage which, no one students was on very good category, 3 students were on good category or 10%, 12 students were on fair category or 40%, 5 students were on poor category or 17%, and 10 students were on very poor category or 33%. So, the average of students' fluency was 45% or on poor category.

Graphic 6
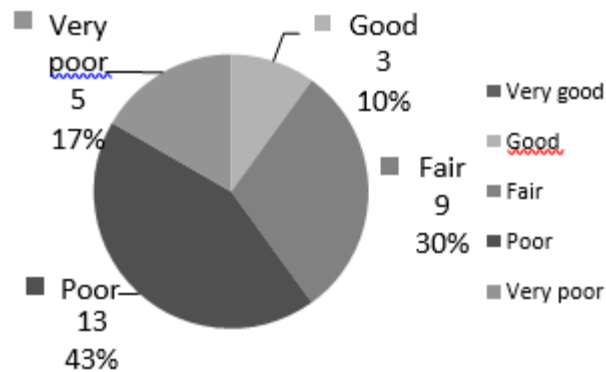**Percentage of Students' Comprehension**

Based on Graphic 6, the writer can summarize the number of students' comprehension on percentage which, no one students was on very good category, 3 students were on good category or 10%, 9 students were on fair category or 30%, 13 student were on poor category or 43%, and 5 students were on very poor category or 17%. So, the average of students' pronunciation was 47% or on poor category.

DISCUSSION

In this section, the writer will describe the data found. It is also the result of analysis of students' speaking ability. The tables below shows the students' score of five aspects on speaking from 10 students.

Table 1
Analysis of Student's speaking

Respondent 1: AN	
Pronunciation	
Incorrect: Charge: /char/ Because: / bi'kaws/ Student: /stadent/ Finished: /'finishid/ Only: /'anli/ Purpose: /'purpows/ Eventhough: /'ievəndough/	Correct: Charge: /carj/ Because: / bi'kaws/ Student: /'stuwdənt/ Finished: /'finisyd/ Only: /'ownlie/ Purpose: /'pərpəs/ Eventhough: /'ievənthow/
Grammar	
Error: - Why that many student… - If government free of charge education in Indonesian… - Many student can't finished her or his school…. - Many student cannot school - Government have the purpose administer free of charge especially of education. - Many people, many student especially can't school.	Correct: - Why there are any students… - If the government gives free of charge education in Indonesia…. - Many students can't finish her or his school…. - Many students cannot school - Government has a purpose to administer free of charge especially for education. - Many people, especially many

- I think can make student aa.. easy for ee finished his or her education	students can't school. - I think it can make students easy to finish his or her education

Vocabulary	
Inappropriate: in *Indonesian*	Correct: in Indonesia.

Fluency	

Speech is as halting and fragmentary as to make conversation virtually impossible.

Comprehension	

Has great difficulty, follow what is said. Can comprehend only "social comprehension" so can slowly and with frequent repetitions.

Respondent 2: ARS	
Pronunciation	

Incorrect: Building: /building/ Through: /trogh/ Knowledge: /knowlidj/ All: /al/ Because: / bi'kaws/ Detail: /ditail/ Know: /naw/	Correct: Building: /bilding/ Through: /thruw/ Knowledge: /'nalij/ All: /ɔl/ Because: /bi'kɔs/ Detail: /di'teil/ Know: /now/

Grammar	

Error: - 'Pesantren Kilat' building the student about other knowledge especially for the religy. - 'Pesantren Kilat' about the topic about for all for all materi for for Muslim and….building for the student very very important for student. - 'Pesantren Kilat' building the student remember remember and review the study about religy religy subject. - the student must study about the religy subject. - .. in ''Pesantren Kilat'' ee building character for the…. Student - …the student ee more more detail study about ee Musli ee religi subject… - what what what ee what video what video ehm what video the ee nabi and ee read to read to al-qur'an of the name 'mengaji' and more more detail ee more detail study about ee religi subject. - 'Pesantren Kilat'' ee very very important building character for the student and and the and the student and the student ee have have ee more detail religi subject.. - after follow the 'Pesantren Kilat' - in ''Pesantren Kilat'' the student the student the student ee the st the the in ''Pesantren Kilat'' the student ee activity, their activity same the in home at home ee especially ee pray for ashar, pray for dzuhur and etc. - … in ''Pesantren Kilat'' character building of the student more detail more detail again in pray and mengaji and etc. - … and then and ''Pesantren Kilat'' ee the student must the student must more ee more have	Correct: - 'Pesantren Kilat' builds the students' knowledge especiallyabout religion. - 'Pesantren Kilat' teach us all about Islam and it's very important for student. - 'Pesantren Kilat' reminds the student to study about religion. - The student must study about religion. - 'Pesantren Kilat' builds the students' character. - …the student can study more about religion. - Watching video about prophet and reading Al-Qur'an which called as 'mengaji' and study more about religion. - 'Pesantren Kilat' is very important for building the character of student and student can study more about religion. - after following 'Pesantren Kilat' - in 'Pesantren Kilat', the students'

knowledge in in ''Pesantren Kilat''.	activity is same as their activity at home, especially for praying ashar, dzuhur, etc. - in 'Pesantren Kilat', the students study more about tedarus and praying. - ..and then student should increase their knowledge in 'Pesantren Kilat'.

Vocabulary

Inappropriate: *Religy* subject *nabi*	Appropriate: Religion subject Prophet

Fluency

Speech is so halting and fragmentary as to make conversation virtually impossible

Comprehension

Has great difficulty, follow what is said. Can comprehend only "social comprehension" so can slowly and with frequent repetitions.

Respondent 3: AS

Pronunciation

Incorrect: Charge: /chens/ Education: /'edukesen/ Important: /importat/ Always: /'ɔwelz/ Our: /owr	Correct: Charge: /carj/ Education: /'eju'keisyən/ Important: /im'pɔrtənt/ Always: /'ɔlweiz/ Our: /awr/

Grammar

Error:	Correct:
- …because you give me time for I. - I just talking - …free charge in Indonesia is very total for us. - Sometimes, I watching television talk about the education so about education so. - I think I think education education total for us in Indonesia but eee Papua I think I think ee education in Indonesia same same for the conflict but ee Papua just enough. - I why why I say for eeee education of Papua enough because maybe maybe eee teacher teacher and then and then ee facilities fasilitas in ee education Papua. - I think I think the education education education ee important for us and then must must must it think ee if you want if you want if you want ee must think about the education and then eee if if next time next time for education. - and then we must say people if you… or if you want much education… - and then maybe maybe teacher teacher teacher give they are *motivasi-motivasi* about education… - …people ask ask ask government so that government give us give us free eee education education. - I think I think if you want maybe maybe if it's enough I think enough *pendi* education…	- …because you give me time. - I'm just talking …free of charge education in Indonesia is totally for us. - Sometimes, I watch television that talking about education also. - I think education is totally for all of us in Indonesia but in Papua, the education is not same. The education in Papua is not enough. - Why did I say that? Because maybe the teacher and the facilities to support the education in Papua are not enough. - I think education is important for us and we must think about what we want in education for next time. - and then we should tell the people if they really want education… - …and then maybe teacher can give motivation about education for them…

- … so that so that maybe maybe so ee check ee I think I think ee student check ee program language English if about ee education. - maybe maybe ee program other I don't know but but ee education	- …people asked to the government, so that the government give us the free of charge education for us. - I think, maybe the education is enough. - …so, I think maybe student can check English education program. - …maybe another education program…
Vocabulary	
Inappropriate: *Motivasi-motivasi*	Appropriate: Motivations
Fluency	
Speed and fluency are rather strongly affective by language problems.	
Comprehension	
Has great difficulty, follow what is said. Can comprehend only "social comprehension" so can slowly and with frequent repetitions.	

Respondent 4: AP	
Pronunciation	
Incorrect: Charge: /char/ Large: /lars/	Correct: Charge: /carj/ Large: /larj/
Grammar	
Error: - I agree in gov of government about the program…. - ..education is a means.. - I hope of government in Indonesia about a program of free education to to until in until theority. - Because to to less of displation.	Correct: - I agree about government program… - ...education means.. - I hope the government of Indonesia can give free education until in university. - Because it can decrease the distinction.
Vocabulary	
Inappropriate: Displation Theory	Appropriate: Distinction University
Fluency	
Speech is so halting and fragmentary as to make conversation virtually impossible	
Comprehension	
Cannot be said to understand even simple conversation English.	

Respondent 5: ATS	
Pronunciation	
Incorrect: Charge: /cars/ Facts: /fest/ Environment: /en'veronment/ Importantly: /im'portantli/	Correct: Charge: /carj/ Facts: /fækts/ Environment: /en'vairənmənt/ Importantly: /im'pɔrtəntli/
Grammar	
Error: - From three topic, - It don't have to do… - It make if free of charge education in Indonesia	Correct: - From three topics, - It doesn't have to do… - It makes free of charge education in

is facts it facts. - Most of most of teacher must be teach well. - They also need a have, - They have a need to take care… - Take care their family or anyone… - It makes the many people…. - There many matters - Environment don't have to do such as - corruption or just it. - That's all my opinion about about it about that.	Indonesia is real. - Most of teachers must teach well - They also have a need, - They have to take care… - Take care to their family or everyone… - There are many matters - Government doesn't have to do corruption or another. - That's all my opinion about that.

Vocabulary	
Inappropriate: Environment don't have to do such as corruption or just it. Cannot applicate Many matters	Appropriate: Government doesn't have to do corruption or another. Cannot be *applied* Many *problems*

Fluency	
Speed and fluency are rather strongly affective by language problems.	

Comprehension	
Cannot be said to understand even simple conversation English.	

Respondent 6: AIS	
Pronunciation	
Incorrect: Because: / bi'kaws/ Heard: /hard/ World: /werd/ Develop: /develop/ Relation: /relesyən/ Fair: /feir/	Correct: Because: /bi'kɔs/ Heard: / hərd/ World: /wərld/ Develop: /di'veləp/ Relation: /ri'leisyən/ Fair: /fær/
Grammar	
Error: - It's not should - Why I say that? - Corporation between between country is more important. - It's important to Indonesia in develop their country… - Of course to world students. - I ever hear about about about the iss about the information… - To go Australia - They will hard they will hard to go there… - It the effects the effects of he of this topic… - The the corporation between Indonesia to Australia…. - Our country is want to develop… - ..their want to develop their country so. - Our country want to develop their count want to develop so. - Not yet not yet because because it not yet because it problems… - We can break the corporation between Australia…	Correct: - It should not - Why did I say that? - Corporation between both countries is more important. - It's important to Indonesia in developing their country…. - Of course to foreign students. - I ever heard about the information. - …to go to Australia - It will be hard to go there. - It is the effect of this topic. - The corporation between Indonesia and Australia. - Our country wants to develop… - …they want their country develop to. - Our country wants to develop, theirs do to. - Not because the problems, - We can break the corporation to Australia…

Vocabulary	
Inappropriate: World the students *Mengatasi*	Inappropriate: World the students *Mengatasi*

Fluency
Speech as speech seems to be slightly affected by language problems.

Comprehension
Understand nearly everything at normal speed, although occasional repetition may be necessary

Respondent 7: DPA	
Pronunciation	
Incorrect: Building: /bulding/ Through: /thrugh/ Your: /yor/	Correct: Building: /bilding/ Through: /thruw/ Your: /yur/
Grammar	
- Error: - I choose ee the topic is character building through 'Pesantren Kilat'. - … it be held of Ramadhan. - In this ee in this of 'Pesantren Kilat'… - …we have wake up ee wake up at 5 o'clock, - ..after wake up we have praying, - …after praying we have ee clean your bad, - …clean your bad after bad, - … after take a shower... - … you and your friend ee reading the al-qur'an, - … the the teacher of ee in 'Pesantren Kilat' make ee has ee give give the material….. - … in after after that after that the material… - …next ee the material about next the material about ee next the material… - …after next the material ee after that you praying ashar.. - Maybe this ee you character building is maybe you is very well, you is … - … after that ee you praying magrib and take ee maybe you eat ee you eat with your friend. - …you're reading aa the al-qur'an with your friend, your your full your heart. - Maybe ee, okay just enough.	- Correct: - I choose this topic, character building through 'Pesantren Kilat'. - …it holds in Ramadhan. - In 'Pesantren Kilat', - …we have to wake up at 5 o'clock, - …after waking up, we have to pray, - …after praying, we have to clean our bad, - …clean your bad after sleeping, - …after taking shower… - …you and your friend read the Al-Qur'an, - …In 'Pesantren Kilat', the teacher will give a speech. - After the speech… - About the next speech. - After the next speech, you have to pray ashar… - Maybe the character building can make you to be good, you are…. - …after that you have to pray magrib and then eat with your friends. - …you and your friends read Al-Qur'an with pleasure. - Okay, it is enough.
Vocabulary	
limitations so extreme as to make conversation virtually impossible	

Fluency
Speed and fluency are rather strongly affective by language problems

Comprehension
Has great difficulty, follow what is said. Can comprehend only "social comprehension" so can slowly and with frequent repetitions

Respondent 8: EJ	
Pronunciation	
Incorrect: Break: /brek/ Problem: /ˈprobləm/ Handphone: /hændpown/ Government: / Example: /igˈzampəl/	Correct: Break: /breik/ Problem: /ˈprabləm/ Handphone: /hændfown/ Government: /ˈgʌvərnmənt/ Example: /egˈzæmpəl/
Grammar	
Error: - there is problem between Indonesia and Australia, - I think the problem is temping. - When the Australia temp the handphone of president of Indonesia… - Indonesia response respond the Australia through through send the letter letter from the government of Australia… - …the government of Australiacannot respond the letter of the government government Indonesia… - … the government of Australia they said that they don't they don't do temping… - …they don't say sorry to government of Indonesia… - … the relationship between society society of Indonesia that live in the Australia with the Australian people is good because then because the problems that occ that no occurs between them. Just just happen just happen count relationship between Indonesia government and Australia government. - I think Aus the government of Australia have to have to apologize to the government of Indonesia…. - the government of Indonesia try to try to be make the good make good relationship between another country… - …the government in Indonesia should be focus should be focus on the problem of corruption… - Example example analyze and completed and and find the solution ee the problems of corruption… - thanks for the opportunity to me to ee talk about	Correct: - There is a problem between Indonesia and Australia. - I think the problem is tapping. - When Australia tapped the mobile phone of president of Indonesia… - Indonesia respond Australia by sending a letter to the government of Australia… - - …the government of Australia didn't respond the letter from the government of Indonesia… - …the government of Australia said that they didn't do the tapping… - …they didn't ask apologize to the government of Indonesia. - …the relationship between people of Indonesia that live in Australia and the people of Australia is good because the problem that occurs is just between the relationships of both countries. - I think the government of Australia should ask apologize to the government of Indonesia… - The government of Indonesia is trying to make a good relationship to another country… - …the government in Indonesia should be focus should be focus on the problem of corruption… - Forexample, analyzing, completing and finding the solution of the corruption problem… - Thanks for the opportunity that given to me to talk about…
Vocabulary	
Inappropriate: The problem is *temping* Australian	Appropriate:

people Indonesian people Another people	The problem is tapping People of Australia People of Indonesia Other peoples
Fluency	
Speech as speech seems to be slightly affected by language problems.	
Comprehension	
Understand nearly everything at normal speed, although occasional repetition may be necessary	

Respondent 9: FA	
Pronunciation	
Incorrect: Building: /building/ Student: /stadən/ Month: /moun/ Knowledge: /knowledj/ Because; /'bikaws/ Pornography: /'pornografi/ College: /colleg/ Learning: /lirning/	Correct: Building: /bilding/ Student: /'stuwdənt/ Month: /mʌnth/ Knowledge: /'nalij/ Because; / bi'kɔs/ Pornography: /pɔ'nagrəfie/ College: /'kalij/ Learning: /lərning/
Grammar	
Error: - 'Pesantren Kilat' usually doing… - 'Pesantren Kilat' give many knowledge about islam religion. - 'Pesantren Kilat' usually learn learning learning… - 'Pesantren Kilat' learning they - 'Pesantren Kilat' give benefit… - 'Pesantren Kilat' learning they help people	Correct: - 'Pesantren Kilat'usually do…. - 'Pesantren Kilat' gives many knowledge about Islam. - 'Pesantren Kilat' usually learn.. - 'Pesantren Kilat' teaches them. - 'Pesantren Kilat' gives benefit… - 'Pesantren Kilat' teach them to help other people.
Vocabulary	
Inappropriate: Universitas student Islam religion Give benefit 'Pesantren Kilat' learning they ..learning they help people	Appropriate: University student Islam Give advantage 'Pesantren Kilat' teach them …teach them to help people
Fluency	
Usually hesitant often forced into silence by language limitations	
Comprehension	
Understand most of what is said at slower than normal speed with repetitions.	

Respondent 10: FUK	
Pronunciation	
Incorrect: Building: /bulding/ Through: /throgh/ Month: /moun/ Usually: /'yusuəlli/ Listen: /'listen/ Learn: /lern/	Correct: Building: /bilding/ Through: /thruw/ Month: /mʌnth/ Usually: /'yuwzyuəlli/ Listen: /'lisən/ Learn: /lern/
Grammar	
Error: - 'Pesantren Kilat' is one of one of is activity that that that to be held to be held in Ramadhan month. - Usually, usually usually the 'Pesantren Kilat' to be held in three just day. - … listen speech… - …in 'Pesantren Kilat' learn how to wake up in the morning. - …how to become good personally. - I think just enough	Correct: - 'Pesantren Kilat' is an activity that hold in Ramadhan month. - 'Pesantren Kilat' usually hold just for three days. - …listen to the speech… - …in 'Pesantren Kilat' we learn how to wake up in the morning. - …how to become a person with good personality. - I think enough.
Vocabulary	
Inappropriate: Good personally	Appropriate: Good personality
Fluency	
Speech is so halting and fragmentary as to make conversation virtually impossible	
Comprehension	
Cannot be said to understand even simple conversation English	

CONCLUSIONS

Based on the description in the previous chapter, it can be concluded that the students' speaking ability at University of Muhammadiyah Sorong was poor. The detail aspect of speaking occurred, Pronunciation was good, Grammar was fair, Vocabulary was fair, Fluency was poor, and Comprehension was poor which based on 30 respondents of fifth semester of English Department at University of Muhammadiyah Sorong.

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