

## **Students' Speaking Ability at Ninth Grade of Junior High School Number 6 Jambi City**

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### **Abstract**

This research was conducted with the aim of to know students' speaking skills, especially in the component of speaking skills in the ninth grade of Junior High School 6 Jambi City. This research was designed using descriptive quantitative research methods. The population of this study was the ninth-grade students at Junior High School 6 Jambi City, and the sample was grade IX B students. This study uses a test as a research instrument. Then the test results are assessed. The test used is an oral test. The oral test is made with the theme of "My family" which is determined by this research. The learning method is through a speaking test in front of the class with the theme "My Family". The results of this study indicate the scores of the five components of speaking skills. The components of speaking skills are grammar, vocabulary, comprehension, fluency, and pronunciation. The findings of this study indicate that the mean overall component of speaking skill score is 1,60. In the grammar component, 3 or 8,33% of students scored in the poor categories, 7 or 19,44% of students scored in the fair categories, 18 or 50% of students scored in the good categories, and in the excellent are 8 or 22,22%. In the vocabulary component, no one got scored poor, students scored in the fair categories are 11 or 30,55%, 18 or 50% of students scored in the good categories, and students scored in the excellent categories are 7 or 19.44%. In the comprehension component, no one got scored poor, 7 or 19,44% of students scored in the fair categories, 14 or 38.88% of students scored in the good categories, and in the excellent categories 15 or 41,66%. In the fluency component, no one got scored poor, students scored in the fair categories are 8 or 22,22%, 16 or 44,44% of students scored in the good categories, 12 or 33,33% of students scored in the excellent categories. In the pronunciation component, no one got scored poor, 8 or 22,22% of students scored in the fair categories, 11 or 30.55% of students scored in the good categories, and 17 or 47,22% of students scored in the excellent categories. The mean and percentage values explain that the speaking skills of class IX students, especially class IX B at SMP Negeri 6 Jambi City is very good.

**Keywords:** *Speaking Skill, Component of Speaking Skill*

## **INTRODUCTION**

Speaking, according to Hornby (1995: 1140), is talking or saying something about something. He also defines speaking as knowing and being able to use language to deliver a speech to an audience. Nunan (in Kayi, 2006:1) defines fluency as the use of language quickly and confidently with a few unnatural pauses. Speaking is defined as "the act or instance of uttering words" in Webster's Third New International Dictionary (1981: 2185).

According to Chaney (1998:13), speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts. The definition of speaking in the Oxford Advanced Dictionary is "to express or communicate opinions, feelings, ideas, etc., through or as talking." It includes the speaker's psychological (articulator) and physical (acoustic) activities. Speaking skills are fundamental skills that students with English language skills must master. It is defined as a complex learning feedback process between students and teachers or students with students that involves nonverbal symbols such as gestures and facial expressions in learning English.

Byrne (1997: 8) defines speaking as "two-way oral communication between the speaker and the listener" (or listeners). It entails both the productive skill of speaking and the receptive skill of comprehension (or listening with understanding. According to Quianthy (1990:7), speaking is the process of conveying ideas and information orally in various situations.

## **REVIEW OF RELATED LITERATURE**

### **Speaking Ability**

Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

According to the description above, speaking is an interactive process in which we

communicate or share our feelings, opinions, and ideas with another person by speaking fluently and accurately so that the other person understands what we are saying.

Speaking Ability, according to Leong and Ahmadi, is a crucial talent to learn and improve as a way of efficient communication. One of the most challenging components of language learning is developing speaking abilities. Glenn Fulcher provides another perspective, stating that speaking is the vocal use of language to communicate with others. as stated by Hosni the active use of language to communicate meaning is referred to as speaking ability.

### **The Components of Speaking Skill**

According to Harris (1974), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **1. Grammar**

Grammar, as defined by (Gleason & Ratner, 2009), is a set of rules that investigates the form and structure of sentences that can be used in a language. According to Eastwood (1994), grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words.

#### **2. Vocabulary**

The Oxford Advanced dictionary (Hornby, 2005) defines vocabulary as "all the words that a person knows or uses." Nunan (2005:121) defines vocabulary as "the collection of words that an individual knows." The appropriate diction used in communication is referred to as vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is another barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. Based on this explanation, this research concluded that English learners will be unable to speak or write English properly unless they master their vocabulary sufficiently.

### 3. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. According to Brown (2001: 271), the stress-timed rhythm of spoken English and its intonation patterns are important characteristics of English pronunciation. It means that the speaker must use clear language to convey a clear message to the listener. It is concerned with the phonological process, which is a component of grammar consisting of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features. This research concludes from the above statement that pronunciation is a component of speaking, which is the study of how words in a particular language are spoken clearly when people speak or communicate. When speaking, clear pronunciation plays an important role in the communication process.

### 4. Fluency

The skill to read, speak, or write easily, fluently, and expressively is referred to as fluency. Speakers are able to comprehend and respond to the intended meaning and context. Many language learners strive for speaking fluency. Fluency is characterized by a relatively fast rate of speech and a limited number of pauses and "umm" or "eee." These indicators indicate that the speaker did not spend a significant amount of time searching for the language items required to express the message (Brown. 1997:4).

Fluency is the learner's ability to speak in an understandable manner so that communication does not suffer because listeners lose interest (Hughes, R. 2002). The ability to speak fluently, correctly, and accurately is referred to as fluency. However, that doesn't mean the speaker speaks so fast because sometimes pauses are important. The speaker's fluency must be correct and accurate so that the listener understands the meaning conveyed. Do not let misinformation occur because the speaker is not fluent in speaking English. However, many students hesitated and often made long pauses while speaking.

Because achieving fluency in speaking is not easy and requires practice.

### 5. Comprehension

Comprehension is the power of the mind's action of understanding exercise aimed at improving the examiner (Hornby. 1999). According to Hornby (1983:263), comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language. According to the definition above, comprehension is the students' ability to understand a task assigned by teachers and respond to it correctly.

## **RESEARCH METHODOLOGY**

This research used a quantitative research design and a descriptive research methodology for this research. According to Creswell (2014), quantitative research is a way for exploring the connection between variables in order to assess objective theories. According to Gay et al (1992: 217), descriptive research is concerned with the current status of the study's subject and comprises obtaining data in order to test hypotheses and answer questions.

This research analyzed the research using a test in the form of an oral presentation with a theme determined by this research, namely "My Family", the test was carried out a maximum of 5 minutes. The test will be calculated using the average formula (mean) so that the results obtained by students from the oral test will be obtained.

A population is all of the individuals or units of interest; often, no data is available for all or nearly all of the individuals or units of interest in a population. (2011) (Bret Hanlon and Bret Larget). According to Arikunto (2014), the population is the total number of subjects studied. The study's population consists of 393 pupils in Grade 9 at Junior High School Number 6 Jambi. The ninth grade has 11 classrooms with 35-36 students in each. A purposive sampling is the technique used. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the

objective of the study. Based on Ashley Crossman, Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations and need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. So, the population in this research is all classes the ninth-grade, IX A until class IX K students of Junior High School Number 6 Jambi City. Then the class that will be taken as a sample is the students from class IX B

This research used a speaking test as the research instrument to obtain meaningful data for this research. A test, according to Borg (1991: 271), is an instrument for measuring individual differences along one or more dimensions of behavior. In the meanwhile, a test is a way of assessing a person's aptitude, knowledge, or performance in a certain topic (Brown, 2000:384). This test is designed to assess students' genuine speaking skills. The speaking test is telling stories with the theme of My family. Students will tell a short story in front of the class according to the theme that this research has determined.

This research used Likert scales to rank the numbers and describe the scale. In this study, the Likert scale used in the test; 76-100 = excellent, 51-75= good, 26-50 = fair, 0-25 = poor.

After collecting the data, this research analysis to determine the data based on student's test. The data were calculated with the formula below to find out the percentage of students' learning styles (Gay, 2012).

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Frequency

n = Number of sample

This research use the average formula in data analysis (mean). Mean is a group explanation approach based on the average value of the group. To get the average (mean) of a data set, sum all of the existing data and

divide by the number of existing data. The average (mean) formula is as follows:

$$\bar{x} = \frac{\sum X}{n}$$

$\bar{x}$  = Mean of score

$\sum X$  = Sum of the value/score

n = Total of data

## FINDINGS AND DISCUSSIONS

**Table 1. Percentage of Students' speaking skill in grammar**

Categories	Score	Total Students	Percentage
Excellent	76-100	8	22,22%
Good	51-75	18	50%
Fair	26-50	7	19,44%
Poor	0-25	3	8,33%
Total		36	100%

**Table 2. Percentage of Students' speaking skill in vocabulary**

Categories	Score	Total Students	Percentage
Excellent	76-100	7	19,44%
Good	51-75	18	50%
Fair	26-50	11	30,55%
Poor	0-25	0	0%
Total		36	100%

**Table 3. Percentage of Students' speaking skill in comprehension**

Categories	Score	Total Students	Percentage
Excellent	76-100	15	41,66%
Good	51-75	14	38,88%
Fair	26-50	7	19,44%
Poor	0-25	0	0%
Total		36	100%

**Table 4. Percentage of Students' speaking skill in fluency**

Categories	Score	Total Students	Percentage
Excellent	76-100	12	33,33%
Good	51-75	16	44,44%
Fair	26-50	8	22,22%
Poor	0-25	0	0%
Total		36	100%

**Table 5. Percentage of Students' speaking skill in pronunciation**

Categories	Score	Total Students	Percentage
Excellent	76-100	17	47,22%
Good	51-75	11	30,55%
Fair	26-50	8	22,22%
Poor	0-25	0	0%
Total		36	100%

**Table 6. The Result Test**

No.	Components	Total	Average
1	Grammar	103	2,86
2	Vocabulary	106	2,94
3	Comprehension	119	3,30
4	Fluency	114	3,16
5	Pronunciation	119	3,30

From the table above, this research displays the overall results of the average students' speaking skills into five levels in each component: poor, fair, very good and excellent. The mean was obtained by adding up all students' points in each aspect, namely 103 for grammar, 106 for vocabulary, 119 for comprehension, 114 for fluency, and 119 for pronunciation. Then divided by the number of students in the sample class, namely 36 students.

In this discussion, this research wants to discuss and interpret the results of his research. Based on the instrument used in this study, namely an oral test. It was found that the results of the speaking skills test of class IX B students at Junior High School Number 6 Jambi City on each component of speaking

skill were still not good. The components of speaking skills are grammar, vocabulary, comprehension, fluency, and pronunciation. In the grammar component, 3 or 8,33% of students scored in the poor categories, 7 or 19,44% of students scored in the fair categories, 18 or 50% of students scored in the good categories, and those who get scored in the excellent are 8 or 22,22%. Then the vocabulary component, no one got scored poor, students scored in the fair categories are 11 or 30,55%, 18 or 50% of students scored in the good categories, and students scored in the excellent categories are 7 or 19,44%.

The comprehension component, no one got scored poor, 7 or 19,44% of students scored in the fair categories, 14 or 38,88% of students scored in the good categories and those who get scored in the excellent categories are 15 or 41,66%. Then the fluency component, no one got scored poor, students scored in the fair categories are 8 or 22,22%, 16 or 44,44% of students scored in the good categories, 12 or 33,33% of students scored in the excellent categories. In the pronunciation component, no one got scored poor, 8 or 22,22% of students scored in the fair categories, 11 or 30,55% of students scored in the good categories, and 17 or 47,22% of students scored in the excellent categories.

## CONCLUSIONS

The research finds out that students' speaking skill in English with a theme that has been determined by this research to see how the speaking skills of class IX B students are. This study uses descriptive quantitative research as the research design. This study aims to see the results of research based on related theories. All data collected from the research instrument provide information about the research findings. And the results of the speaking test have five categories, namely, grammar, vocabulary, pronunciation, fluency, and comprehension.

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