

An Analysis on the Students' Speaking Skill in Online Class

Siti Nafisatul Hikmah✉, Lusi Marleni¹

¹ English Language Education Department University of Pahlawan Tuanku Tambusai

Corresponding Author: Siti Nafisatul Hikmah, E-Mail: sitinafisatulhikmah2@gmail.com
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ABSTRACT

Analysis of students' speaking skills in this study aims to determine how students' speaking skills using WhatsApp. The Students have difficulty expressing ideas of the students having difficulty speaking. This research was conducted in class X MIPA and IIS in 2019/2020. As a research subject, online learning involved 40 class X students. The design and method used in this study was descriptive research. The author uses the test as an instrument in this study. The results of this study indicate that the mean score of the students is 70.3 which indicates that the students' speaking skills are good. Students can speak English and understand what is being said, Students also feel confident when speaking English. Meanwhile 11 or 25.1% of students did not like learning English, especially speaking skills. Students did not speak English and did not understand what was said. This means that the speaking ability of students in this class is good.

Keywords: *WhatsApp, Speaking Skill, Online Class.*

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INTRODUCTION

Language plays an important part for communication. It is used by the human to express their mind and share into another. English language is one of the most spoken languages in the world. It is also used in Indonesia. English language often used in our everyday life interactions. We can hear people speak English in various places, for example at the office, tourism Places, School, Hotel, Banks, and the other public places even they communicated by combining English and Indonesia language.

In English, there are four basic skills that should be mastered by the learner namely: listening, speaking, reading and writing. Writing skill is one of skills which has importance role. As according to Imani and Marleni (2019) Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Writing is an activity to perform their ideas into the symbols. Furthermore, writing in English language is not easy. It is the process in getting language.

Dealing with that, it can be implicitly stated that writing is hard skill among the other language skills (Richards and Renandiyah, 2002). There are many things must be pay attention in writing, for example punctuation, spelling, and capitalization. In order words, the language learners must follow the aspects of writing correctly and have to master them in writing. Process of writing are: prewriting (choose and narrowing a topic), planning (outlining), then writing and revising (Imani et al. 2019). In English there are many kinds of the text, for example is Descriptive text. Descriptive text is one of genre which is stated in the syllabus for senior high school. In the syllabus explain the student must be learning descriptive text about people, tourism place, and historical building.

Nowadays most of the countries in the world are shocked by an epidemic caused by Corona virus Diseases-19 (covid-19). The impact of this, attacks all aspect of life, including education. Education is a conscious act for physical and spiritual development in improving the level of life

Rianti (2017) Teaching activities that usually carried out in the school are stopped for a while. In facilities the situation, the Indonesia Government declared a regulation on the implement of online class mode of current education. The teacher and students are required to work together in the teaching and learning process through network connection.

Based on an observation on Apr 25 2020, English teacher in SMAN 2 Kuok implemented Google Classroom as platform for his teaching during the pandemic. In applying the platform the teacher are still found difficulties in adaptations this tool and confuse in choosing the suitable strategy for learning material. The teacher more focuses on teaching reading rather than writing. As the result, the student are rarely practice their writing skill ability. The researcher asked the teacher about students writing skill. The teacher confirmed the students' writing skill is still low. It can be showed from the students' score. The student average score is 50. Which the standard score of the test is 70.

The students seemed do not understand the structure and the language feature of the text when working in their writing. Most of students at tenth grade of state SMAN 2 Kuok are less interest in writing. Some of students are not responsible for their assignment. Therefore, a teacher should be able to find a solution to increase students writing performances. The improvement of student's ability depends on the ability of the teacher (Marleni et al. 2020).

In modern era, the teacher should be able to use technology as a media in the teaching and learning process. One of technologies that can be utilizing in the learning is Social Media. In general, social media is an important part of people daily life activity. They can interact and share anything to other directly. By social media the teacher and the students can make a class without classroom. Social media deserves as a good education because it suits learning context to stimulate critical thinking of student.

Instagram is kind of social media is spaciouly used by people in general. Not only teenagers but also all aged love it. As state by Moreau (2018) Instagram is one of media form made for sharing photos, videos, activity and is one social media that is widely used by everyone. Using Instagram as a media to teach students' writing of Descriptive Text will get a lot of benefits such as stimulating and motiving to write, having fun in learning and getting interest in join learning process. Based on the problem above, the experiment of social media Instagram as learning media for teaching writing in descriptive text is needed. The aims of this research is to find out whether or not there is significant effect in using Instagram as media towards students writing of descriptive text. By understanding the fact above, it is important to take this research entitled: "The Effect of Using Instagram As Media Towards Students' Writing Descriptive Text".

METHOD

This is a quasi experimental research by involving two groups, experimental class and control class. The population of this research is all of the students of SMAN 2 Kuok. The classes are divided into seventh classes that consisted of 135 students. The researcher used cluster random sampling and take two classes as the sample, they are X MIPA as control class and X IIS as experimental class. Where, XI IIS consisted of 20 students, while X MIPA consisted of 20 students. In Experimental class, students used Instagram as a media in teaching writing. While in control class the students used Google classroom. In this research there are two variables used in this research. The first is Instagram as independent variable (X) that will be give the effect towards students' writing Descriptive Text as dependent variable (Y).

The instrument of the research is writing test. It's conducted in both of groups; experimental class and control class. The step in quasi experimental design included pre-test, treatment and post-test. Firstly, both of the groups are given pre-test. Secondly, the different treatments is applied to the two groups, the experimental class received a new treatment by using Instagram as a media, while the control class treated by using Google classroom. After that, both of the groups are given post-test to know is there the difference or not from the students' writing skill. The type of this research was designed as a follow:

Table 1
Research Design

Group	Treatment	Post-Test
A	X	Test
B	-	Test

A = Experimental class

B = Control Class

X = Received the treatment

FINDINGS AND DISCUSSION

The research was conducted in SMAN 2 KUOK located in kuok Distric of Kampar. The total, of students are 40. They were consist of 20 students in MIPA and 20 students IIS. In conducted this research, the writer obtained the data from the beginning of the research and continued until the end of the observation. The first step done by the writer was observed the teaching class online activities in teaching speaking. It conducted by one teacher who Teacher English, Kaslim Nassrudin M,pd.

The writer has observed this class online activities beginning from their came into the class online, warm activities , presentation and exercise until closing. And also the writer distributed test to the student related to teaching speaking. To make sure how is students' speaking skill in online class, the writer did the speaking test by video announcement.

Table 1.
Interpretation of the Students' Score in Speaking Test

Category	Frequency	Percentage
Excellent	8	20%
Good	21	52,5%
Fairly Good	11	27,5%
Weak	-	-
Poor	-	-
Total	40	100%

From the table above, the writer could categorized the students' speaking ability into five levels: Very Good Level, Good Level, Fairly Good Level, Weak Level and Bad Level. It appears that there were 8 or 20% of students at very good level, 21 or 52.5% of students at good level, and 11 or 27.5% of students at good level. For the category of weak and poor the frequency was not there because no students reach that category.

From the data above, it could be concluded that the value of each student is in the good category. This is because only 29 students passed the Minimum Completion Criteria (KKM) in the exam. They got a good level score, which has an average value of 71.6. it means that the speaking score in class XI IIS and class XI MIPA is good.

Table 2.
The Recapitulation of Mean Score of Total Frequency Rang in Test

Indicator of Speaking Skill	Frequency	Percentage
Pronunciation	144	72%
Grammar	144	72%
Vocabulary	150	75%
Fluency	139	67%
Comprehension	131	65,5%
Total	708	70,3%

Based on table 4.2 Above, the average score for the test results was 70.3. The average score of the test is in the 70-79 category. It means that the category of students' speaking ability in speaking announcement is in good level.

This test used video announcement in this online class. In calculating the mean score of test, the writer getting the data.

a. Pronunciation

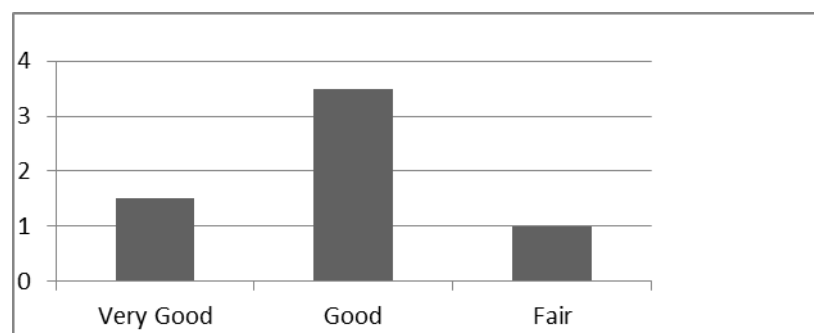


Figure 4.1 the students score of pronunciation

From the picture above, the writer could categorize the students' pronunciation in three levels very good, good and fairly good it could see that were 24 or 60% students got the good of four the students' pronunciation easy to understand with a certain accent. Meanwhile, there were 16 or 40% students got the middle level that is three score. Their pronunciation is difficult to understand, often asked to be repeated, and sometimes listeners with full concentration where they spoke English online. It could be concluded that this pronunciation indicator is not easy for students so that students made many mistakes in speaking.

b. Grammar

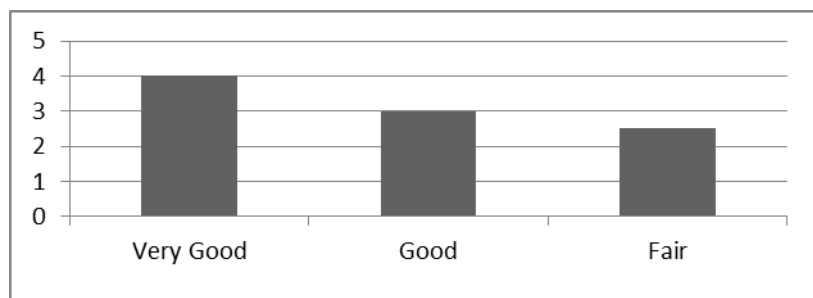


Figure 4.2 the students score of grammar

Based on the graph above, the writer could categorize students' grammar into three levels: very good, good and fairly good. We can see that 27 or 68% of the student scored very well, he got four marks on some grammar errors but it didn't affect the meaning. In addition, there were 12 or 30% of students who got good grades in level three. They also often make grammatical mistakes. and sometimes it affects the meaning so that it misunderstands. They have a lot of grammatical errors in composing sentences that make it difficult for listeners to understand. from the explanation above It could be concluded that the students' grammar indicators often have errors in meaning so that listeners often misinterpret meanings but more than 27 students managed to do grammar at level 4 or at a good level.

c. Vocabulary

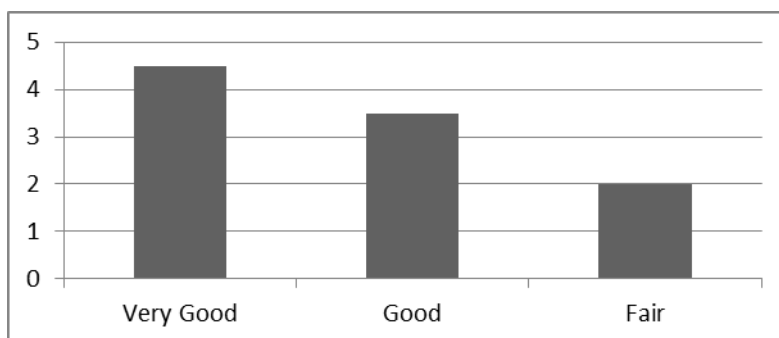


Figure 4.3 the students score of vocabulary

Based on the graph above The writer could categorize students' vocabulary into three levels: very good, good. And fairly good. It seems that 30 or 75% of the students do very well. They used vocabulary and expressions like native speakers but sometimes used vocabulary that fits. Meanwhile, 10 or 25% of students scored well at the intermediate level, namely three grades. Their vocabulary often used inappropriate vocabulary, conversation becomes limited due to vocabulary limitations. then the student's attention got a fair score. from the explanation above It could be concluded that the students' vocabulary indicators got very good scores because they can express almost like a native speaker and there are some students who often experience errors in pronoun their vocabulary. lack of mastering vocabulary resulting in difficulties but in this vocabulary indicator many students achieve a score of 4 or a good level.

d. Fluency

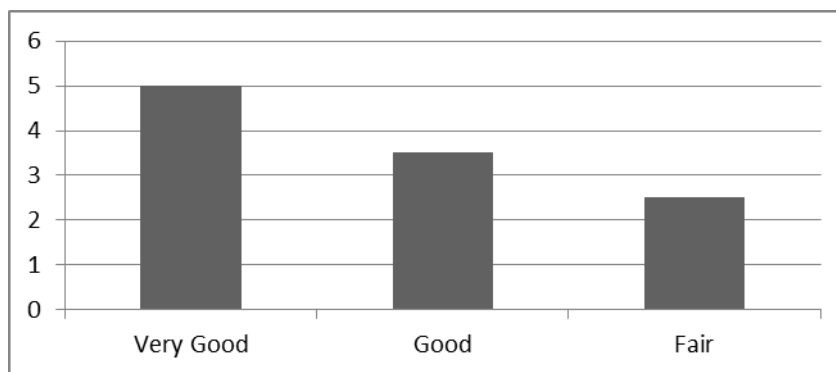


Figure 4.4 the students score of fluency

Based on the graph above the writer could categorized the fluency of students into three levels: very good, good, and fairly good. It appears that 18 or 45% of students score very well. The fluency of students seems to be affected by language problems in speaking. Meanwhile, 20 or 50% of students got good grades. and there are 4 out of 40 students who got a score of 5, which is very good. Fluency is very much influenced by language problems. They also often hesitate and focused on language limitations. Only 2 or 5% of students got a sufficient level. Their eloquence is often hesitant and pushy, making communicative impossible. It could be concluded that the student fluency indicator got very good scores because there were 4 students who achieved the highest score in the speaking indicator and only 2 students got sufficient grades.

e. Comprehension

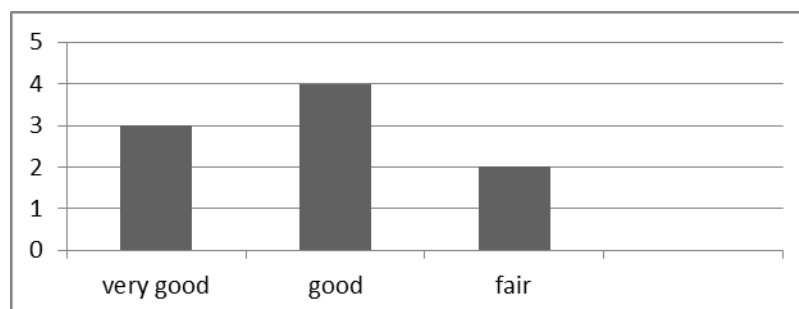


Figure 4.5 the students score comprehension

And in the last speaking category, the writer could categorize students' understanding into three levels: very good, good, and moderate. We can see that there are 11 or 28% of students who score very well. Students understand almost anything but sometimes require repetition or repetition. Meanwhile, as many as 29 or 73% of students obtained good scores, namely three grades. Students understand only conversations that are slow, very simple and require repetition. Speaking is an important skill for English students because speaking is very much needed to learn English. It could be concluded that the students' comprehension indicator is that they really need repetition and slow conversation so that they could understand what the speaker is saying here, the students got a good score or 3 on the speaking indicator score.

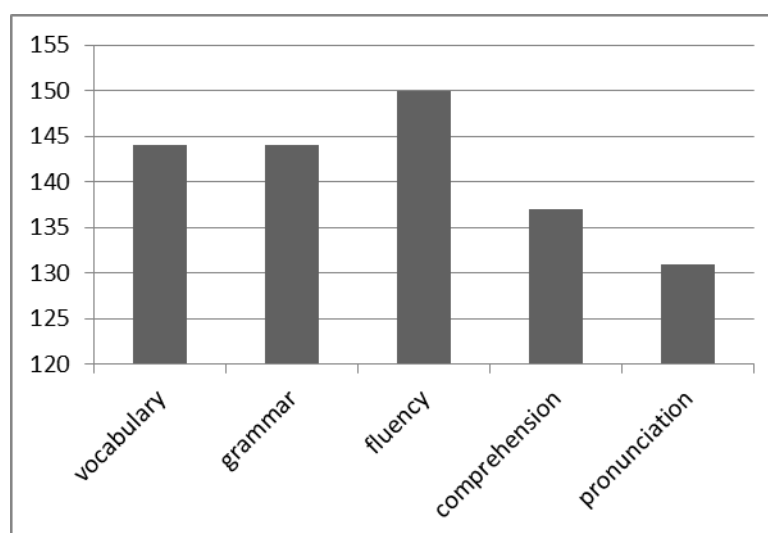


Figure 4.6 score indicator of speaking skill

Based on the graph above the writer could conclude that student fluency is the best among the 4 other indicators. The 4 indicators are grammar, vocabulary, pronunciation, and comprehension. while the worst is the student's way of pronunciation. So that students spoke fluently but the pronunciation is not correct, but they still used good vocabulary and pretty good grammar even though the expression is not good.

CONCLUSION

This chapter, the researcher presents conclusions and suggestions after the research findings. This research was focused on the speaking skill of the tenth grade students of MIPA and IIS. Based on the presentation and analysis of data in the previous chapter, the researcher draws conclusions from this study. The students' speaking skill on the text announcement is in good category. The results showed an average value of 70.3. It is classified in good category for the speaking skill score of the students' text announcement. Meanwhile, 11 or 25.1% did not understand the text announcement. It is supported by the results of the students' speaking skill on announcement text is in good category.

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Author Information:

Siti Nafisatul Hikmah:

Email: sitinafisatulhikmah2@gmail.com; English Language Education Department, Faculty of Education at Universitas Pahlawan Tuanku Tambusai. Tuanku Tambusai Street, No. 23, Bangkinang City, 28412, Indonesia.

Lusi Marleni:

Email: lusimarlenihz@gmail.com; English Language Education Department, Faculty of Education at Universitas Pahlawan Tuanku Tambusai. Tuanku Tambusai Street, No. 23, Bangkinang City, 28412, Indonesia.