ARTICLE
SPEAKING PARTICIPATION AND ENGLISH ACHIEVEMENT; A CORRELATION STUDY AT ELEVENTH GRADE OF SMAN 4 MATARAM IN ACADEMIC YEAR 2015/2016

THESIS

Submitted as the Partial Fulfillment of the Requirement for *Sarjana Pendidikan(S.Pd)* Degree in English Education Program Faculty of Teacher Training and Education Mataram University

By:

<u>Mitasari Amalia</u>

E1D112076

MATARAM UNIVERSITY

FACULTY OF TEACHER TRAINING AND EDUCATION

LANGUAGE AND ART DEPARTMENT

ENGLISH EDUCATION PROGRAM

2017

RATIFICATION

A thesis entitled "Speaking Participation and English Achievement; A Correlation Study at Eleventh Grade of SMAN 4 Mataram in Academic Year 2015/2016" by Mitasari Amalia (E1D112076) accepted by the board of examiners on January 2017 as the requirement in achieve *Sarjana Pendidikan (S. Pd)* Degree in English Education Program Faculty of Teacher Training and Education Mataram University. The Board of Examiners:

Advisor 1

Drs. Syahrial Rubama.
NIP. 19530923 198203 1 002

Speaking Participation and English Achievement; A Correlation Study at Eleventh Grade of SMAN 4 Mataram in Academic Year 2015/2016

MITASARI AMALIA
E1D112076

mithasariamalia@gmail.com

MATARAM UNIVERSITY

ABSTRACT

This study aimed to investigate the correlation between Speaking Participation and English Achievement of the eleventh grade students of SMAN 4 Mataram in academic year 2015/2016. The subjects of this study were 40 students taken from one class. The research method used is descriptive quantitative. The data collected through the use of table of speaking participation and Rapor mark. The data obtained were analyzed and interpreted statistically using Spearman Rho formula. The finding of this study showed that the value of ρ count between Speaking Participation and English Achievement is 0.838 higher than the ρ table at the coefficient correlation which is of 5% is 0.313 and 1% is 0.405. It indicated the research hypothesis stated that there was a correlation between the speaking participation and English achievement was accepted.

Key words: Speaking Participation, English Achievement, Correlation

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi korelasi antara partisipasi berbicara dan prestasi bahasa inggris pada siswa kelas sebelas di SMAN 4 Mataram pada tahun ajaran 2015/2016. Subjek penelitian ini adalah 40 siswa yang diambil dari satu kelas. Metode penelitian yang digunakan adalah deskriptif kuantitatif. Data dikumpulkan melalui table partisipasi berbicara dan rapport. Data yang diperoleh dianalisis dan diinterpretasikan secara statistic menggunakan rumus spearman rho. Temuan penelitian ini menunjukkan bahwa nilai ρ hitung antara partisipasi berbicara dan prestasi bahasa inggris adalah 0.838 lebih tinggi dari ρ table pada keoefisien korelasi yang mana dari 5% adalah 0.313 dan dari 1% adalah 0.405. Dengan demikian hipotesis penelitian ini menyatakan bahwa terdapat korelasi antara partisipasi berbicara dan prestasi bahasa inggris diterima.

Kata kunci: partisipasi berbicara, prestasi bahasa inggris, korelasi.

BACKGROUND OF THE STUDY

English as an international language is spoken in almost all over the world. It implies that English plays a very important role in every aspect of international affair. Since Indonesia as a developing country it begins to play a more important role international. The ability to communicate in English clearly and efficiently contributes to the success of the learner not only in the classroom but also in every phase of life. In order to carry out conversations, basic ability in grammar and vocabulary is not enough to be able to communicate properly and effectively. The students also need communicative competence which enables them to communicate successfully and effectively in a real-life situation.

However, "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (Alderson and Bachman, 2004). This is

because speaking involves a variety of processes. Speaking requires not only knowledge of vocabulary and grammar but also negotiating effectively and adapting to different contexts within cultural and social rules of communicating setting (Wells, 1985: 22). Apart from the ability to use English correctly (linguistic competence), students must be aware of other competences. That is sociolinguistic and strategic competences. It is through the interaction between speaker and listener that meaning becomes clear. As a result, students need to have communication strategies to handle possible English language interaction which may arise in their communication.

One of the purposes of teaching and learning English of a foreign language to Indonesian people is that they are able to speak, to communicate each other to convey a meaning of topic spoken.

This is true with the learners of English in Indonesia. The intensity of students to use English language in the classroom is still very low. The problems of learners can be classified into two main types: the lack of grammatical knowledge and vocabulary limitations in using English. The students reveal that they sometimes lacked sufficient linguistic and strategic knowledge of maintaining the conversation. When they do not know the vocabulary or structure to use, they leave the message unfinished and avoid talking about the topic. In addition, they are too shy and less confident in speaking English although they have studied English for a long time. They also states that sometimes they feel nervous and forgot what they want to say in English. The problems indicate that student believes their speaking difficulties mainly resulted from the problems in a deficiency of vocabulary, grammatical structure, and confidence.

Therefore, the study is conducted to know whether there is any correlation between students' speaking participation and English achievement at eleventh grade students of SMAN 4 Mataram.

LITERATURE REVIEW

1. The Nature of Language

People have long been interested in language in such matter as its origin, its nature and its use, either in persuasion in poetry or prayer. Language is not only a segment of society, because allowing people to live, work and play together, to tell the truth but also to tell lies, those are strong, because of most theoretical work in sociolinguistics has been directed toward constructing hypothesis concerning the nature of his connection between language and society or culture (Dubin and Olshtain, 1994: 69).

That above definition, the most remarkable function of language is communication; this communication can be direct or indirect. Indirect communication refer to the act of communication in which both communication and interlocutors do not face one other. Direct communication, on the other hand, involves two communication and interlocutor two-way intercourse which they may argue, agree or disagree by nodding their head by shaking hand, this letter types of communication require speaking listening skills.

2. Language Teaching

According to Brown (2001), the approaches to language teaching are "principled", in that there is perhaps a finite number of general research- based principles on which classroom practice is grounded. There are twelve principles methods; automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, language ego, self- confidence, risk taking, the language culture-connection,

the native language effect, inter-language, and communicative competence.

Richards (2002: 19), classifies conception of teaching into three main categories. They are:

2.1 Science- research conception.

- Operationalizing learning principles that involves developing teaching principles from research to memory, transfer, motivation, and other factors believed to be important in learning.
- Following a tested model of teaching that involves applying the result of empirical or experimental research to teaching.

2.2 Theory- based approach

This suggested that theory underlying the methods is ascertained through the use of reason or rational thought. Systematic and principled thinking, rather than empirical investigation, is used to support the method. The conceptions of teaching tend not to draw support from classroom but defend themselves through logical argumentation.

2.3 Art- craft conceptions

Richards (2002: 22), characterizes this approach to teaching in these term: "the essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and create and uses practices that have promise for that situation."

Art-craft approaches to teaching seek to develop teaching as a unique set of personal skills which teacher apply in different ways according to demands of specific situation.

3. The Nature of Speaking
3.1 The definition of speaking

Brown (2001) stated that speaking is an interactive process of conducting meaning that involves producing, receiving, and processing information. Furthermore, Nunan (1991) states that success is measured in terms of the ability to carry out a conversation in the target language.

Speaking is fundamental to human communication as one of the reasons why teaching speaking skill should be taught in a language classroom. The importance of speaking skill is obviously noticed regarding the role of human as social being who depends himself more on speaking rather than writing when interacts with others (Nunan, 1991).

According to Turk (2003: 9) speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask question, or give an explanation.

Based on the definition above, it can be concluded that speaking is an interactive process of conducting meaning when interact with others as an instrument in expressing and conveying a message to the listener as direct route from one mind to another.

3.2 Types of speaking

According to Brown (2004: 141) there are five basic types of speaking as follows:

3.2.1 Imitative

At one end of a continuum, speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in what is

traditionally labeled "pronunciation"; no inferences are made about the test taker's ability or to understand or convey the meaning or to participate in an interactive conversation.

3.2.2 Intensive

A second type of speaking frequently employed in assessment context is the production of short stretch of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with the interlocutor or test administrator is minimal at best. Example of intensive assessment include directed response tasks, reading aloud, sentence and dialogue completion; limited picture – cued tasks including a simple sequences; and translation up to the simple sentence level.

3.2.3 Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting, and small talk, simple request and comments, and the like. The stimulus is always a spoken prompt (in order to preserve authenticity) with perhaps only one or two follow – up questions or retorts:

a) Boy : excuse me, do you have the time?
   Girl : yeah, nine fifteen

b) X : what is the most urgent environmental today?
   Y : I would say massive deforestation

c) Harry : hey, john, how's it going?
   John : not bad, and yourself?
   Harry : I'm good.
   John : cool okay, gotta go.

3.3.4 Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two form of transactional languages, which have the purpose of maintaining social relationship. (in the three dialogue above, A and B were transactional, and C was interpersonal). In the interpersonal exchanges, oral production can become pragmatically complex with the need to speak in causal register the use colloquial language, ellipses, slang, humor and other sociolinguistics conversations.

3.2.4 Extensive (Monologue)

Extensive oral production tasks include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal response) or ruled out together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologue such as casually delivered speech (for example, my vacation in the mountain, a recipe

for understanding pasta primavera, recounting the plot of a novel or movie).

3.3 Speaking as a Language Skill

Previously people conceived that language in daily term is spoken. Certainly, it is a reality that spoken language dominated the communication activities in any fields for a long time. It has been confirmed by Chimombo, (1986: 204). That in teaching and learning process, for example, the teacher needs much talking to encourage their pupils to engage through genuine communication in the classroom. While the student outside the classroom gets large opportunities to communicate freely.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity versus quality, and neither approach is wrong. However, if the aim of speaking is communication and does that not require perfect English, then it make sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Grammar or a reading lesson may incorporate a speaking activity. Either way, your student some preparation before the speaking task. This includes introducing the topic and providing the model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will be practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal ones, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well as, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instruction to the second to reproduce drawing. The second student ask the questions to clarify unclear instruction, and neither can look at each other's page during the activity, information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-play.

Greene in party in Tarigan (1984: 4), state that speaking is closely related to vocabulary improvement which the student received from reading and listening activities. It is realized that the skill need in speaking activity, seems the same or similar for the sake of effective communication. In other words, the sequence of integrated language skill and language elements is necessary to build and effective communication orally.

a. Speaking as a way of Communication

Speaking is the action of exchange of experience, willingness, opinion or might be the action of agree, disagree, debate, critic, someone's opinion beyond the community, these activities demand a healthy communication on meaner achieve a good compromise situation among them.

In the sequence of their daily life, people need to talk, to utter, and to speak anything and his mind in other to come up desires to one another (s). The capability in transmits these idea into spoken language is particularly needed, so that the people (interlocutors) will be satisfied and sympathy to the conversation (Zanderson in Tarigan, 1981: 9). Speaking is ability in uttering articulated sounds are expressing the words. The phrase, sentence, stating idea, desire or willingness through audible (sound uttered) or visible (body language) with a well arrangement combines ideas (Mulvrage in Tarigan, 1981).

b. Speaking and Language Classroom

In recent years, many of discussion related to proficiency oriented to instruction has focused on development or oral skills. The emphasis on speaking proficiency can be attributed to a variety of audio-lingual methodologies in the 1970's (Richards, 2002: 1). Many languages can be an important asset for anyone. So that he can work in business and industry in these decades.

However, the emphasis of speaking skill should do not mean that other skills ought to be neglected in the language curriculum. However, because the ability to function adequately in speaking continuous to be an important goal for most second language learners, it is important for language teacher to identified some effective strategies for teaching oral skill in the classroom that will maximize the opportunities for the development of useful levels of proficiency. Hycraft, (1975: 81) stipulates that appropriates teaching strategies for speaking skills depending on the students current level and instructional goals. In order to provide optimal speaking practice in a given classroom, teacher need determines what range of levels, is likely to be attainable in the course will be in the same level with speaking at the end of instruction.

Ommagio, (1986: 179) elaborates some principles of teaching speaking. First of all, opportunities must be provide for student to practice in using language in a range context likely to be encountered in the target culture. For example, in the airport they would likely conduct at the airport talking to the taxi driver for asking the police here to find a certain place. To do this effectively a language teacher should consider following suggestion (Slager in Ommagio, 1986: 183). The situation for oral practice activity should be relevant and immediately useful to the language. Next, the context should reflect the level student knowledge and their knowledge of the word. To some extent the language would be natural, expecting the

student to produce a natural response like the native speakers of the target language. Another consideration is that the response should be short enough for the students to remember.

The other principles is that opportunities should be provided for students to practice carrying out a range of functions (or tasks) likely to appear in dealing with other in the target culture. These function may involve (1) Judgment and education, (approving, disapproving, blaming, etc). (2) Situation (inducement, compulsion, production, warming, managing, threatening, suggestion, advising, etc). (3) Agreement (informing, asserting, dying, agreeing). (4) Retinal enquire (concluding, conditioning, comparing, and contrasting, defining, reasoning, verifying, etc). (5) Emotional relation (greeting, symphateting, gratitude, verifying, etc).

Hycraft (1978: 81) explain some ways in which these two principles can be handed. First, a language teacher can use tape recorder to record dialogues. Next, for intermediate and advance strategies, he can use chins stories in which the student complete unfinished stories. Then teacher can mine out stories and the student must tell the teachers action in telling jokes. The last and the most important, the students can acts our role plays which may have communicative features.

3.4 Teaching speaking

On the subject of speaking class performance, Brown and Nation (1997) assert that students should be exposed to three key items. They are:

3.4.1 Form-focused instructions

It deals with attention to details of pronunciation, grammar, and vocabulary. This item is applied to be emphasized at the elementary level. Teacher are able to use repetition drills to realize this instruction by introducing simple phrases and sentences. In this case, the teacher plays the role to make various repetition drill activities in order to avoid boring class atmosphere.

3.4.2 Meaning-focused instructions

It deals with providing opportunities to produce meaningful spoken messages with communicative purposes. The students are involved into producing and listening to meaningful oral communication one example of meaning-focused activity is speaking by numbers.

In this activity, each student is given number and topic to talk about. The teacher gives them some time to think about the topic and the messages to be delivered. Then the teacher calls a number and the student with that number says two or three sentences about topic he or she has. The speaker then calls another number, so the student with that number asks one or two questions about the topic shared. After the questions are answered, the questioner calls another number to propose another question to

the speaker. After this question and answer activity goes on for some times, the speaker calls a number and the student with that number will be the next speaker. This activity can be called meaning-focused activity since it involves both speaker's and listener's attention to the message being communicated.

3.4.3 Opportunities to improve fluency

Speaking fluency has become the goal of language learners. Reasonably fast speed speaking and fewer pauses are signs of speaking fluency. In other words, the speaker does not have to spend so much time in searching language items to deliver the messages. 4/3/2 is one of techniques in teaching speaking fluency.

In this activity, students work in pair. A chosen student delivers the messages in a form of a story to some different students and the times are decreasing as he or she delivers it to each students (listener). The speaker is given 4 minutes to deliver the messages to the first listener, 3 minutes to the second listener, and 1 minute to the last listener.

4. Achievement

Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford (1974) states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. In addition to that, Garrison, Kingston, and McDonald cited in Isnian (1955-1964: 331) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

RESEARCH METHOD

The method used in this study is descriptive quantitative method, the descriptive method will be used to describe Speaking Participation and English Achievement; A correlation study at eleventh grade of SMAN 4 Mataram 2015/2016. Descriptive is conducted to describe systematically the fact and the characteristic of given population or interest factually and accurately. It is conducted under the circumstance that not put in an experimental study. The sample of this study were 40 students from IX IPS1 class. The table of speaking participation was used in this study to determine the speaking participation. The researcher used the table of speaking to know the students active and passive in classroom. Then, the researcher took rapor mark as the English achievement. The data from table of speaking participation and English Achievement was ranked from the highest to lowest. In analyzing data the researcher used statistic analysis by using spearman rho formula.

RESULT AND FINDINGS

1. Measure the Speaking Participation and English Achievement.

1.1 Speaking Participation

To determine the score of students Speaking Participation, the researcher used the instrument table of speaking participation. The table used during the observation taking place in the classroom to get the score of Speaking Participation.

The table used by the writer contained commend activities when teaching and learning process was ongoing in the classroom. The activities include: (1) Hearing to teacher's explanation, (2) Asking related materials, (3) Responding to teacher's action, (4) Answering questions put by teacher, and the last (5) Providing feedback

1.2 English Achievement

To determining the value of speaking participation, the writer also ranked the value of English Achievement. English Achievement value in question has the score obtained by the writer of English Teacher in class XI IPS 1 that had been added by the English subject teacher who made Rapor Mark semester 1 (odd). Total of score, which has combination of the task, the score of mid semester, the semester, and the score that were given specifically by the English Teacher, such as the liveliness of the students in the class as well as the score of student discipline.

1.3 Data Analysis

The researcher got a total score of Speaking Participation and English Achievement, and had been rank the score, the writer incorporated the value to the table Deviation (D). After getting the result of calculating of students' score, the researcher then calculate the correlation by using Spearman Rho formula the value of 0.838 is obtained. The value is then checked in the interpretation of correlation coefficient's table. Then, According to the table interpretation of correlation coefficient above, the value 0.838 is categorized as very strong.

1.4 Correlation between ρ count and ρ table

Based on statistic analysis result of Speaking Participation and English achievement, the total value of ρ count is 0.838 higher than the total value of ρ table at the significant degree of 5% which is 0,313 and at the significant degree of 1% which is 0,405.

CONCLUSION AND SUGGESTION

Based on discussion in the previous chapter, it can be concluded that: there is a significant correlation between active with passive participant. It means that, the following Null Hypothesis (Ho) there is no significant correlation between active with passive participant is "Rejected". Meanwhile, following Alternative Hypothesis (Ha) there is a significant correlation between active and passive participant is "Accepted".

Suggestion

Based on the result of the study, the researcher recommend/suggests the following:

This thesis is far from perfect, it is observation that the writer did in her research at XI IPS 1 class of SMAN 4 Mataram. That is why the writer hopes if there is another writer wants to do observation for their sample, the observations should be more relevant.

This thesis still could make a new observation for another writer who is interested in the same case. Accordingly, this thesis will facilitate.

BIBLIOGRAPHY

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta

Brown, H.Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Second Edition. California: Longman.

---------. 2004. *Language Assessment Principles and Classroom Practices.* California: Longman.

Brown, R. Sanborn., and Nation, Paul. 1997. *Teaching Speaking Suggestions for the Classroom.* Wellington: Kyota City University of Arts and Victoria University.

Calvet, Enric. 2011. *Speaking Assessment Rubric.* http;//www.cathedralhigh.org/foreign_scaffold.htm.

Chimombo, M. 1986. *A Language-and-Learning Framework for a Theory of Language Teaching.* Cross Currents.

Davis, Keith. 1989. *Human Relation at Work.* New York: McGraw-Hill.

De Cecco, John P., and Crawford, William R. 1974. *The Psychology of Learning and Instruction.* Educational Psychology. New Jersey: Prentice-Hall, Inc., EnglewoodCliffs.

Dubin, Fraida., and Olshtain, Elite. 1994. *Developing Programs and Materials for Language Teaching.* Cambridge: Cambridge University.

Hornby, A.S. 1973. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press.

---------. 2005. *Oxford Advanced learner's Dictionary.* New York: Oxford University Press.

Hyecraft, Jhon. 1978. *Introduction to Functional Grammar.* New Delhi: Indian Primitive University

Isnian, H.M.Sofyan. 2009. *Definition of Achievement.* http://hmsofyanisnianspd.blogspot.co.id

Langacher, 1972. *Teaching the Spoken Language.* Cambridge: Cambridge University.

Munawarah, Madinatul. 2015. *The Correlation between the Frequency of English Exposure and the English Achievement.* Mataram: University of Mataram.

Miller, Steve. 2005. *Experimental Design and Statistics 2nd Edition.* New York: Routledge.

Nunan, D. 1991. *Language Teaching Methodology:* A Texbook for Teachers. London: Prentice Hall.

Ommagio, Alice C. 1986. *Teach Language in Contest Proficiency Oriented Instruction.* Boston: Massachutest University Press.

Poerwanto, Ngalim. 1990. *Psikologi Pendidikan.* Bandung: CV Remaja Karya.

Richards, Jack.C., and W.A, Renanyda.2002. *Methodology in Language Teaching.* New York: Cambridge.

Rouse, Margaret.2013. *Correlation.* http://whatis.techtarget.com

Sugiyono.2013. *Statistika Untuk Penelitian.* Bandung: Alfabeta

Tarigan, H. Guntur. Prof. Dr. 1981. *Berbicara Sebagai Suatu Keterampilan Berbicara.* Bandung: Angkasa.

----------. 1984. *Berbicara Sebagai Suatu Keterampilan Berbicara.* Bandung: Angkasa.

----------. 1990. *Berbicara Sebagai Suatu Keterampilan Berbicara.* Bandung: Angkasa.

Travers, John P. 1970. *Fundamentals of Educational Psychology*. Scrantom, Pensylvania: International Textbook Company.

Turk, Christopher. 2003. *Effective Speaking Communicating in Speech*. London: The Taylor and Francis Group.