

HIGH SPEAKING SCORE ACHIEVERS' PERCEPTION ON THEIR SPEAKING SKILL DEVELOPMENT

Fahmi Zen¹, Ali Ashari², Imam Wahyudi Karimullah³

Universitas Islam Malang^{1,2,3}

fahmizeny@gmail.com¹, aliashari1967@gmail.com², imamwk@gmail.com³

Abstract: Speaking is the most frequently skill used that it gives higher prestige than any other skill. This research used explanatory mixed quantitative and qualitative method. The 22 subjects were final-year students in English Department at Universitas Islam Malang. The subjects were final-year students whose speaking score are high. Online questionnaire and online interview utilized as the methods of collecting data. The quantitative instruments used were yes or no questions. The quantitative data were automatically analyzed in the google form and the qualitative data were transcribed in detail then were concluded. The findings showed that the subjects were mostly perceived that their speaking mastery level is high. All of the subjects wanted to speak English fluent and well; more than a half of them were willing to be a speaker in the seminar or in other program. The opportunity and time for practicing in speaking and non-speaking classes were perceived appropriate. Materials and activities were given well and exiting while the facilities in the speaking classes were perceived less. Also, it is found that high achievers didn't interact with classmates and lecturers always in English; however, they didn't have matter barrier and climate in the context of psychology and classroom.

Keywords: High Achievers, Perception, Speaking Skill, Development

INTRODUCTION

Language has four skills which are listening, speaking, reading and writing. Among these four skills speaking is the most frequently used that it gives higher prestige than any other language. It can't be denied that we use this skill much more than reading and writing (Bouaassria, 2015, p. 8). Speaking has been considered as a fundamental skill to be master along the history teaching and learning in reasons. Based on the Competence-based Curriculum, Speaking needs to be gained well as a basic competence (Saputra&Subekti, 2017, p. 1). The first reason is the method and researches have focused in major in language teaching researches and conferences. Second, Conversations, speaking course books, audios, videos are published continuously and massively. According to Bailey (2005) as the same as writing, Speaking referred as a productive activity which the language generated by the learner. This skill is not the same as the other three skills in language which the skill is used in real time or directly

delivers by the speakers so they cannot revise and edit what is wanted to say as it is done in writing. That is the reason why many people feel that this skill is the hardest skill than writing, reading and listening. Many of language learners views speaking is a measurement of knowing language. They represent the fluency is ability to communicate with other people and it's much important than other three skills (Nazara, 2011). Beside, learning speaking is very challenging for foreign language students because they have limited chance to use the target language outside the learning environment or classroom (Bailey, 2005, p. 54)

Learning languages need way or tools to make it easier to acquire and develop it. According to Bouassria (2015) good language learners need to use what they have got from the classroom to develop their speaking skill. Also, they find the solutions of the problem with speaking and find the ways to solve it. The characteristic of the students are also influenced their process and progress in their learning; there must be different thing to do due to the characters of the students. The high achiever students have better habits, orientations and attitudes toward the study than the lower students (Sarwar et al, 2009). Based on study conducted by Raon (2002) it is revealed that the higher achievers were more motivated toward study and perceived academic learning as being useful than the lowers. These two characteristics of the students will always be very important to investigate in the context learning process as the different side of subjects which can help to improve the quality of the learning process.

Result of many studies have indicated that students' perception have a great roles in the language learning process. In the context of speaking classes, how the teachers or lecturers work with the students, how they motivate speech activities, and relate them to their personal interests and needs, are vital factors for the improvement of speech. Thus, in order to succeed speaking classes in English Department at University of Islam Malang, students' views need to be considered. Lecturers' awareness of students' belief in this context will surely beneficial in designing the strategies and activities for the promotion of speaking skill. Especially those students whose speaking scores are high which is hoped that their motivations, perceptions, belief and experiences are better. So, it can be good information to help in succeeding the process of learning speaking.

Last, this study participated by final-year students who are high speaking score achievers in the speaking subject. Those are the criteria which made the differences with the previous studies.

METHOD

The research design was used to make research more objective and accurate. In this research, the researcher used explanatory mixed method design which is quantitative and supported by qualitative design to describe about the perceptions of high speaking score achievers on their speaking development and also the researcher using focused semi-structured interviews which was designed to instead understand the point of view of the respondents. The population of this study was final-year-students in English Department at University of Islam Malang, Indonesia. Then the researcher selected the sample of this study used purposive sampling to get certain students that were needed in this current research. The total of participants was 22 students from five classes in the eighth semester and they are asked about their semester 1 to 4 of Speaking Scores. Since this research conducted to find the perception of High speaking score achievers, the participants were chosen whose speaking score were calculated from four speaking classes in the average score.

To measure students' perceptions of their speaking skill and their speaking class, the researcher adopted from Nazara (2011) A '15 item questionnaire' (yes or no questions) for the quantitative input was administered and designed to determine the perception of students on EFL speaking. In order to enrich and support quantitative findings, semi-focused open ended interviews were also used. The six questions were administered in the interview session which was formatted in accordance with the quantitative criteria components.

The questionnaire was administered to 22 eighth semester English department students in the University of Islam Malang. Participants were informed that their disclosed personal information would be for study purpose only; confidentiality would therefore be totally guarded. Also, in the interview sections, the five participants were disguised to be IA, IB, IC, ID and IE.

In collecting data, the researcher took 22 students whose speaking score in the semester 1-4 are high score which is taken from the A to E assessment. The

assessment was taken from those four classes in the speaking skill which converted from alphabet to number. Then, the averages of those scores were counted and the result is 3.75 to 4.00. The classification of the score itself could be seen in the table below. This was purposed to divide the students who have high speaking score which were needed to conduct this study. The yes or no questionnaires were collected from google drive. Also, in the interview sections, five participants were asked randomly to be interviewed via WhatsApp call in collecting the qualitative data.

FINDINGS AND DISCUSSIONS

- Beliefs on Speaking Mastery Level

Table 1: Respondents' beliefs in their speaking mastery level

NO	STATEMENTS	YES	NO
		f (%)	f (%)
1	Respondents' speaking mastery is high	14 (64)	8 (36)

The first questionnaire examined about the high achievers' beliefs on their speaking mastery level. The first questionnaire in the first table examined about the high achievers beliefs on their speaking mastery level. In this point, it was implicated that the high achievers tend to feel that they have good speaking skill as it is shown in the table 1 that more than a half of them perceive that their speaking mastery level are high. This finding was found different with the previous study conducted by Nazara (2011) in the context of beliefs on their speaking mastery level which more than a half of the participant felt that the speaking mastery weren't high. However, there were still 36% of high achievers in this study who felt that speaking mastery weren't high. This finding was might be implicated that self-assessment was not totally accurate due to this result. It is proven by Cruz, Taroconte & Betancor (2015) that the assessment compared from the teacher and peer were more accurate than self-assessment in a university students.

- Eagerness to Develop Speaking Skill

Table 2: Respondents' Eagerness to Develop Speaking Skill

NO	STATEMENTS	YES f (%)	NO f (%)
1	Eagerness to speak English well and fluently.	22 (100)	0 (0)
2	Willingness to be one of the speakers in the seminar, speech contests, debating, and other programs requiring speaking skill held by the English Teaching Study Program.	14 (64)	8 (36)

The second point in this research was about eagerness to develop speaking skill. In this point found that all of high achievers wanted to speak English well and fluent. Another result from this point was found that most of them are also willing to be a speaker in seminar or other program requiring speaking skill. It was revealed by Roebken (2007) that students who seek for mastery and performance-approach achieve better grades. The findings about eagerness to develop speaking skill were generally in line with study conducted by Nazara (2011). In that previous study found that also all of the participants were eager to speak English well and fluent. Moreover, more than a half of them are willing to be speaker in seminar and other English program.

- Opportunity and Time for Practicing Speaking

Table 3: Opportunity and Time for Practicing Speaking

NO	STATEMENTS	YES f (%)	NO f (%)
1	Appropriate opportunity for improving speaking in speaking classes.	20 (91)	2 (9)
2	The time provided for practicing speaking in Speaking classes should be lengthened.	18 (82)	4 (18)
3	Proper opportunity to develop speaking skills provided by lectures in non-speaking classes.	17 (77)	5 (23)
4	Necessity for having more intensive use of English in non-speaking classes.	21 (95)	1 (5)

Related to the opportunity and time for practicing speaking, the result indicated that high achievers were perceived that the opportunities in both speaking and non-speaking classes were given appropriate while they were still demanding for the intensive use of English in non-speaking class; the hoped for

the time could be lengthened for practicing speaking. The indication from those findings was the high achievers have big wish to be able to communicate in English. It was strengthen by Salikin, Bin-Tahir, and Emilia, (2017) which stated high achiever students have a strong eagerness to communicate and make a progress in their learning. The result was found the same with Nazara (2011) that All of the participants also felt that the opportunity had given enough but they were still demanding for the intensive use of English and the extension for the time for practicing speaking.

- Speaking Materials, Activities, and Facilities

Table 4: Speaking Materials, Activities, and Facilities

NO	STATEMENTS	YES f (%)	NO f (%)
1	The materials in speaking classes are exciting for developing your speaking skills.	19 (86)	3 (14)
2	The activities in speaking classes empowered you to speak English.	20 (91)	2 (9)
3	The learning facilities in speaking classes are appropriate.	10 (45)	12 (55)

For the materials activities and facilities, both materials and activities were perceived exiting and empowered high achievers during the speaking classes. Yet, the facilities weren't perceived as good as the two points before. Most of the high achievers felt that the facilities were inappropriate as it it's shown in the table 4 that more than a half of them voted no. Thus, this is possible for the last point had dominated by the unsatisfied students with the facilities due to the monotonous activity that only need certain media to use like laptop and projector. The materials and activities results could relate to the statement of Kusumayanthi (2019) that high achiever students tended to enjoy learning English language and accept that English is important to them.

The findings in this point were in line with Nazara (2011) that most of the participant felt that materials and activities were help them in speaking classes. But, the facilities were perceived that was still less.

- Classroom Climate and Students' Psychological Barriers

Table 5: Classroom Climate and Students' Psychological Barriers

NO	STATEMENTS	YES f (%)	NO f (%)
1	You always use English in all interactions with class mates in all class interactions.	3(14)	19(86)
2	You always communicate in English with lecturers in all speaking and non-speaking classes.	5(23)	17 (77)
3	Shy to speak English due to laughing of classmates.	5(23)	17(77)
4	Lecturers scold when you speak incorrectly.	4(18)	18 (82)
5	Do not speak because of feeling afraid of lecturer.	4(18)	18(82)

Concerning to the Classroom Climate and Students' Psychological Barriers, from the finding it was found that the interactions both to the classmates and lecturers weren't always in English. It was shown that the environment that made both from the lecturer and students were not always accustomed in English. Relating to this finding, according to Thornbury (2005) whatever the instruction given and implemented the most important factor that influences the students' development in speaking skill is probably the classroom culture.

In this point also found that, most high achievers did not have a problem with the psychological barrier like shy to speak English to the lecturer and classmates. However there were still 23% of them that felt it shy to speak. As stated by Salikin, Bin-Tahir, and Emilia, (2017) high achiever students admit that they still have anxiety and stress when using English. The finding was in line with study conducted by Nazara (2011) at the point of communicated always in English to the classmates who found that mostly participants felt that they didn't communicate always in English with friends in class. In the study also found that the participant were mostly always using English. This might be happened because the classroom culture was created in the different places. For the psychological barriers, it was found totally different with this current research. It was found that the participants felt shy to speak English to the lecturers and also to the laugh of classmates.

CONCLUSIONS AND SUGGESTIONS

According to the first finding of speaking skill, the majority of high achievers perceived that their speaking mastery levels were high yet there are still some of them felt that the speaking mastery level were low. The implication from those high achievers who perceived that the level of the speaking were low was about their self-assessment which might be not totally accurate. The researcher found that all of high achievers were willing to be able to speak fluently and well. However, to be a speaker in the seminar or other program requiring speaking skill, more than a half of them accepted that they would. As students' statements concluded in the interview section that it would be a big chance to improve speaking skill so that's why they were willing. The opportunity and time in the speaking and non-speaking classes were given enough based on the high achievers. However, most of them were hoping for more intensive use of English in non-speaking classes and they demanded for the time can be lengthened. Based on high achievers in this study, the materials and activities were given well and it was exiting to them. But, more than a half of them felt that the facilities were still inappropriate. High achievers didn't interact with lecturers and classmates always in English. It is implicated that the environment that made by lecturers were still need to set in all English. Also, the high achievers didn't have significant problem with the psychological barriers such shy to speak to the lecturer or classmates.

This study conducted in the context of perception of final-year students who achieve better in speaking subject in English department. Herewith, the wider sample of high achieving students was good to make generalizations due to the wider research conducted to the subject, the better result will get.

REFERENCES

- Bailey, K. M. (2005). Practical English Language Teaching: Speaking. In K. M. Bailey, *Practical English Language Teaching: Speaking*. New York: Mcgraw Hill.
- Bouaassria, F. (2016). The Use Of Learning Strategies In Developing Speaking Skills Among Moroccan University EFL Learners: Moulay Ismail University As A Case Study.
- Chun, S. Y. (2014, February 28). EFL Learners' Beliefs About Native And Non-Native English-Speaking Teachers: Perceived Strengths, Weaknesses, And Preferences. *Journal Of Multilingual And Multicultural Development*, 35;36, 563-579.
- Creswell, J. W. (2009). *Research Design*. Los Angeles, London, New Delhi, Singapore: SAGE Publications, Inc.
- Cruz, A. B., Tacoronte, D. V., & Betancor, S. M. (2015). Is University Students' Self-Assessment Accurate? *Springer International Publishing*.
- Dincer, A. (2017). EFL Learners' Beliefs About Speaking English And Being A Good Speaker: A Metaphor Analysis. *Universal Journal Of Educational Research*, 104-112.
- Gentry, M., Rizza, M. G., & Gable, R. K. (2002, September). Students' Perceptions Of Classroom Activities: Are There Grade-Level And Gender Differences? *Journal Of Educational Psychology*, 3, 539–544.
- Ghanizadeh, A., & Jahedizadeh, S. (2015, July). An Exploration Of EFL Learners' Perception Of Classroom Activities And Their Achievement And Goal Orientations. *International Journal Of Research Studies In Education*, 4, 34-45.
- Harmer, J. (2007). *The Practice Of English Language Teaching* . Pearson Longman.
- Jeremy, T. J., Jeremy, T. J., & Fisher, P. A. (2012). High Achieving Students And Their Experience Of The Pursuit Of Academic. *ISEP International Symposium*.
- Kocaman, O., & Balciaoglu, L. (2013). Students Perception On The Development Of Sepaking Skills: A Course Evaluation In The Preparatory. *Procedia - Social And Behavioral Sciences*, 2470 – 2483.
- Kurum, E. Y. (2016, February 14). Teaching Speaking Skills. *Researchgate*, 1-23.
- Kusumayanthi, S. (2019, September). High Achievers' Strategies For Developing Speaking Skill. *English Journal Literacy Utama*, 3.
- Nazara, S. (2011). Students' Perception On EFL Speaking Skill Development. *Journal Of English Teaching*, 1, 28-43.

- Salikin, H., Bin-Tahir, S. Z., & Emelia, C. (2017, November). The Higher Achiever Students' Strategies In English Learning. *Modern Journal Of Language Teaching Methods (MJLTM)*, 7(11), 087–102.
- Saputra, E. W., & Subekti, N. B. (2017). A Study Of The Speaking Learning Strategies Used By English Education Department Students. 1.
- Sarwar, M., Bashir, M., Khan, N. M., & Khan, M. S. (2009). Study-Orientation Of High And Low Academic Achievers At Secondary Level In. *Educational Research And Review*, 4 (4), 204-207.
- Spesiova, M. (2016). Development of Speaking Skill In English Language Classes. *Researchgate*.
- Sulistiyo, U. (2016). Learning English As A Foreign Language In An Indonesian University: A Study of Non english Department Students' Preferred Activities Inside And Outside The Classroom. *IJET*, 4.
- Thornbury, S. (2005). *How To Teach Speaking?* Pearson Longman.