

STUDENTS' INTEREST IN SPEAKING AND ITS RELATIONSHIP WITH SPEAKING ABILITY AT SECOND GRADE OF SMA TRI BAKTI PASURUAN

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Abstract

The aim of this research was to find out whether there is significant correlation between students interest in speaking and speaking ability at second grade of SMA Tri Bakti Pasuruan. The population and sample of this research are 32 students XI SMA Tri Bakti Pasuruan. The instruments were student interest in the classroom and speaking ability test. The result showed that the mean score for students interest the mean score for the participants is 85.63 and the basic deviation is 7.920; for speaking ability score the mean for the participant is 71.53 and the basic deviation is 4.683. The levels of probability (p) significance (sig.2-tailed) were .038. It means that p (.038) that lower than .05. Thus, there was significant relationship among the students' speaking interest and their speaking ability. It is implied that it can be concluded that speaking interest is a significant aspect to influence speaking ability. This also mean that the greater the interest on speaking, better than students' speaking ability.

Keywords: speaking interest, speaking ability, relationship

INTRODUCTION

English is now recognized as an international's languages. It is used in almost every aspect of communication and so around the world. These aspects can apply of speaking and English skills; such listening, readings and writings. English play an important roles as the world's international language, for example in the field of education, projects that aim in order improve the mutual concept of better education such as students exchange, research, seminar, workshop, have used English as the communications medium used.

The Indonesian Ministry of National Education decided that English should be taught at every level of school; (elementary to university level) and even its status as the world's foreign language shows how important English is in communicating. The national curriculums define

English as compulsory subject for students at 6 years of Indonesians Compulsory Schools.

English must be taught in all junior and senior high school, or even universities. The aim of teaching English is to help Indonesian student communicating in English correctly.

Ur (1996) states that as a skill, speaking is skill of English that most people use compared to the other three skill, peoples who understand a languages are refer to as "speakers" of the language, as if by speaking they can understand all others types of knowledge.

Learning speaking skills is not only by learning languages, but also learning to speaks. Learning language means learning the form of the language itself both grammatically and semantically. On the other hand, learning to speak has a different meaning because it is not only related to students' efforts to understand speech patterns but also psychological problems in themselves.

One of these problems of psychological is students interested. According to author's observations during PPL, most students were embarrassed or even afraid to speaks' English. They cannot say their ideas and ideas verbally. They are afraid of made mistakes, are afraid of beings laughed at by their peers and more, and lack confidence in their own ability to speak. However, learning English will be more effective if students participate actively in the process. Interest is one of the psychological factors that affect student achievement in terms of quantity and quality (Tohirin, 2005).

Joy is the energy in successful learning. From the above quotation, it can be seen that students' interest will lead people to do something they like. For example, someone who likes to sing must sing more. Besides, he may want to learning to sing properly. The cases are the same as when they speak the language. If they student like to talks, they will try to talks more. In learning English, this case speaking will make it easier for students to learn if their interested is

higher. Because it can be a tendency to pay attentions and student can enjoy the speaking activities without coercion (Slameto, 2003).

From the available examples, the researcher believes that student with highest interesting in speaking is expected to speaks more and learn to speak more than those who has lower interest in speaking. The result, student with a higher interesting in speaking will gets higher scores in speaking than student who has a lower interest in speaking. Based on the above reasons, the researchers are excited to find out whether there will be a relationship between their speaking interest and their speaking ability as students. In the case for the accessibility of the subject, the researcher tends to choose SMA Tri Bakti Pasuruan. Based on the statement above, the researcher aims to further explore and select topics to be raised for interest in learning *“Students’ interest in speaking and its relationship with speaking ability”*

LITERATURE REVIEW

The mentioned above in the early chapters, speaking one of four language skills that play an important role in mastering English. The person learning to speak is not only dealing with his cognitive basis in the formation of language but also with some internal psychological material which influences the person in the learning process.

The ability to speak is indeed a very important aspect of learning any language. Moreover, speaking is an ability that students take for grant, learning as it is through the socialization process through communication itself (Fulcher, 2003). In addition, to achieve good speaking skills, students must practice more.

Speaking is a very complex skill and requires different uses and abilities at the same time, which often develop at different rates. Four or five of the components are generally known to analyze a speech process (Bygate, 1987), named:

- a. Intonation & Pronunciation
- b. Grammar(accuracy)
- c. Vocabularies
- d. Fluency.
- e. Comprehensions

Furthermore, there are differences between speaking and written languages in several aspects. Written language, in which sentence are very carefully structure and connected, speech is characterized by incomplete speech and sometime it is grammatically imprecise and by frequent initiation and repetition (Byrne, 1976). However, for everyday conversational purposes, grammar require is not as complex or accurate as the grammars require for writing itself.

2.1.1 Element of Speaking

Richard (2001) states: there are six elements skills of speaking, which is usually known as crucial aspects must be master by teacher and student to apply and practices these skills. The six elements of speech are describes as follows:

1. Pronunciations

Pronunciations for the most part cannot be successfully learned by imitation and word repetition. Therefore, the teacher must have a good standard of pronunciation. Student cannot be imitate the foreigner, but we will not be able to expect our students to sound exactly like Americans or British and teachers have to present activities to be done again to provide opportunities to many students repetition.

2. Vocabularies

There are two general types of vocabulary; they are active and passive vocabulary. Active vocabulary is the word that students use to understand. Meanwhile, passive vocabulary are words that we want students to understand, but they will not use.

3. Grammar

Francis (1958) states that grammar, whose subject is the organization of words into various combinations, often represents many layers of structure, such as phrases, sentences, and complete utterances. Grammar is sometimes defined as a way of arranging words to make correct sentences. Based on Ur (1996) a particular example of grammar that is commonly referred to as structure is the past tense, plural nouns, comparative purposes, etc.

4. Fluency and Accuracy

It is now very clear that accuracy and fluency are important goals to pursue in CLT. While fluency in many communicative language courses can be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on phonological, grammatical, and discourse elements in their spoken output. Fluency is perhaps best achieved by letting the flow of speech flow; then, as some of this speech transcends comprehension, 'riverbank' instructions on some details of phonology, grammar, or discourse can channel speech in a more purposeful direction.

5. Comprehensions

Comprehension is a trained comprehension power that aims to improve or test a person's understanding of a language spoken or written by Hornby (1984). In addition, it is defined as the ability to fully understand and be aware of what the speaker is saying or to the topics discussed during the conversation.

2.1.2 Characteristic of Good Speaking

Speaking activities in class can occur to practice communicative competence. Ur (1996) states some of the characteristics of successfully speaking activity follow:

a. Learner talk a lot

The time period to be allocated for learning activities is actually occupied by student conversations only. This may seem obvious, but most of the time is spent talking or pausing the teacher.

b. Participations is even.

Conversation in class is domination is not by talkative participants: all students are required to have the opportunity to speak, and contributions are shared equally.

c. High Motivations.

Students will be excited to talk, because they are interesting in a topics and have somethings news to explain about it, or because, students want to contribute to achieved their own assignment goals.

d. A language is at an acceptable level.

Student try to convey themselves in expressions that relevant, easily understood by each other, and with an understandable level of language accuracy.

METHOD

The research has been conducted through quantitative methods with a correlational research design. In this study, bivariate correlation was used to describe the relationship between two variables. In this study, there are two variables, namely the independent variable and the dependent variable. The independent variable (variable X) is the student's speaking interest and is a variable that explains and affects other variables. The dependent variable (variable Y) is

speaking ability and is a variable that is influenced by the independent variables. The target populations of this study were the Tri Bhakti high school students. As for data collections, research is considered to take a sample from a big population. It was made up eight grades which consist of 32 students and it was chose by using simple random sample technique.

Before collecting data, the researcher double-checks to ensure that students are ready to become research participant. The first instrument that was distributed a questionnaire and continue with a speaking tests.

1. The Steps of distributing Speaking Interest Questionnaire

- a. Participant asking to fill in the names, date of births, class and students numbers on the answers sheets.
- b. Researcher provide an explanations of how to answers the questionnaire then the participant are ask to reads the direction on how to answers the questionnaire.
- c. After the participants were ready, they started filling out the questionnaire.
- d. Participant have to answers the questionnaires base on themselves
- e. After participant complete the questionnaire, participant' answer are calculating and the result analyzed.

2. The Steps of Speaking Test

- a. The Speaking test is carried out the next day according to a limit time in each lecture sessions.
- b. First, participant' are asked to fill in the name, date of birth, class and student numbers on the answer sheet.
- c. Participant' was asked to read directions and expressions given by the researcher.
- d. The participant' made their speech in front of the researcher.

- e. After the participants completed the speaking test, their speaking ability was assessed and the results analyzed using a scoring rubric.

For analyzing the data, the researcher uses IBM SPSS to get reliable calculation. Pearson Product Moments Correlation formula is used to find the relationship of both variables.

RESULT

In the descriptive statistic, the researcher showed the result of mean, standard derivation; N is as a participant in test. The result of descriptive statistic can be seen in table as follow.

Table 4.1 Descriptive Statistics Analysis

		Statistic	Std. Error
X	Mean	85.63	1.289
	Median	85.50	
	Variance	53.145	
	Std. Deviation	7.290	
	Minimum	68	
	Maximum	99	
	Y	Mean	71.53
Median		72.00	
Variance		21.934	
Std. Deviation		4.683	
Minimum		62	
Maximum		78	

The speaking interest score of the participants shows that: the maximum score is 99, and the minimum score is 68; the mean of the speaking interest score for the participants is 85.63 and the basic deviation is 7.920. For speaking ability score, it shows that: the maximum score is 78, and the minimum score is 62; the mean of the speaking ability score for the participant is 71.53 and the basic deviation is 4.683.

The researcher applied Pearson-Product Moment Correlations. Main statistical procedures for analyze the data of this research, the Product Moments Correlations formula is use to analyze the speaking interest and speaking ability data.

Table 4.3 Pearson Product Moment Output

		X	Y
X	Pearson Correlation	1	.369*
	Sig. (2-tailed)		.038
	N	32	32
Y	Pearson Correlation	.369*	1
	Sig. (2-tailed)	.038	
	N	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 4.3, the correlations coefficient was .369, and the level of probability (p) significance (sig.2-tailed) was .038. It means that p (.038) that lower than .05. Thus, there was significant relationship among the students' speaking interest and their speaking ability.

DISCUSSION

This study was aimed to investigate whether speaking interest has relationship on speaking ability on SMA Tri Bhakti Pasuruan. The data collection from questionnaire and speaking score taken from the English teacher were analyzed to find out the research questions.

Speaking is most challenging skill on language learning's. However, an interest in speaking can make it easier to learn to speak. This is in line with Brophy's (2004) statement that students achieve work knowledge of L2 learning when they show passion, commitment and persistence. In terms of speaking, when students show enthusiasm and commitment in using this practice it can improve students' speaking ability.

In addition, the teacher's role is very important in stimulating the process of learning's which in turn can make activities more interesting and enjoyable (Brophy, 2004). Meanwhile, Gige and David (1997) said: "Students who are interested in a subject tends to pay attentions to it. They feel it make a difference to them. In addition, Hurlock (1987) said that "interest is a source of motivation that encourages people to do what they want to do when they are free to choose". When students engage in interesting activities, they will be more motivated and achieve learning outcomes. Therefore, in learning to speak, the teacher is a very important factor in increasing

student interest. The things that must be considered as important factors include; classroom atmosphere, materials, teacher performance and the methods used. Material taken from daily use should also spark student interest.

CONCLUSION

Based on the previous chapter, it appears that students' speaking interest is closely related to their speaking ability at SMA Tri Bhakti Pasuruan. This relationship is indicated by the correlation coefficient of 0.083 and significant at the 0.05 levels which lower than the correlations coefficient tables of 0.361. This means that H1 is accepted and H0 is rejected. The correlation coefficient shows that there is a significant relationship between the two variables. Thus, it can be concluded that speaking interest is a significant aspect to influence speaking ability. This also mean that the greater the interest on speaking, better than students' speaking ability.

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Malang, 26 Januari 2021

Advisor I,



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