

ANALYSIS STUDENT'S SPEAKING PERFORMANCE AS AN ACADEMIC SPEAKER'S PRACTICE

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Abstract

Speaking is a productive skill with requires the interactive and performance process. To be able to improve and represent student's capability in their speaking skill, student also need to drill and practice their speaking as the academic presenter, because if they able to speak academically, their speaking skill will get well improvement automatically. This research is aimed to investigate student's speaking performance while they have academic speaking practice. The population of this research is 4th semester student of Universitas Muhammadiyah Tangerang, located in Cikokol-Tangerang. The sample is single sample. To find the data, researcher use video record originally from the speaker then doing the analysis with triangulation validity. This research showed that students speaking performance is need to be treating well, especially in their self-confident and vocabulary master, because it will be impossible for them to be a good speaker if they have lots of anxiety.

Keywords: Speaking, Speaking performance, Academic Speaking

INTRODUCTION

Reading, writing, speaking and listening – the four foundational skills of language learning. We can't build a house without a strong foundation. Similarly, we won't become a well-rounded speaker of a language without building upon the four foundations of language learning. The skills work in pairs. When we are reading or listening, we are consuming a language. However, when we are writing or speaking, we are producing a language. Once we have mastered these skills, we can safely say that we are fluent in that language.

Being an academic speaker we are required to have a good speaking skill. When we are delivering the material, we need to make sure that our audiences get what we are trying to say. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2004). Speaking is complex because speakers are involved in a rapid and dynamic process incurring "a high element of doing various things at the same time" (Johnson, 1996, p. 55). To be competent they must combine various skills, knowledge, and processes that take account of the contexts of production, and result in speech that is culturally and socially relevant, appropriate, and comprehensible to their interlocutors, as well as managing micro-level reactions and responses to what they utter. Competent speakers must at the same time be listeners who can take account of the interactional and unpredictable dynamics of speech (Ellis, 2014). As Bygate (2001, p. 16) comments, "all this happens very fast, and to be successful depends on automation." Goh and Burns (2012) propose that speaking competence can be thought of as "combinatorial," involving the use of linguistic knowledge, core speaking skills, and communication strategies, which must all cohere simultaneously to constitute speaking competence and to facilitate fluent and intelligible speech production.

Since one of the goal from 4th semester students of University of Muhammadiyah Tangerang is being able to be a good academic speaker, so the researcher is doing an analysis to one of the students from 4B2 class of English major. Speaking in English is not easy especially for Indonesian students, because it is not our first nor second language. English is not widely used in Indonesia and only being used in some situation like in English class. After the class is over, Indonesian students

switch to speak in their mother language. It makes the use of English is limited. Because of this, the speaking ability of Indonesian students is hard to improve and these become obstacles for Indonesian students to actively speaking in academic environment.

Normally the difficulty in speaking is attributed to a number of factors. For example, Gan (2012) stated that input-poor environment contributed to students' difficulty in speaking English. Spielberg (1983) mentioned that autonomic nervous system, a personality factor, was one of the major causes of students' inconvenience in oral performance. Other personality factors such as feeling tension, apprehension, nervousness, and excessive worry affected the students' speaking achievement especially during exam (Bashir, Azeem, & Dogar). Vincent (2001) as cited in Adawiyah (2007 p. 233) states that an interesting phenomenon at the tertiary level in Indonesia is the inability of Indonesian graduates to adjust to the workplace as one of the problems faced by Indonesian graduates to evolve in the workplace is the weakness in English language skills.

LITERATURE REVIEW

Understanding Academic Speaking

Academic speaking is designed toward an educational end and differs from everyday conversational and transactional speaking in that it is often used for formal academic presentations and participation in seminars or conferences. These differences can be observed in both the organization and structure of the speaking, but also in the content, design, formality and execution there. While many may perceive academic speaking as a one-way expression by a speaker to an audience, it is also an essential element of interaction in a variety of formalized settings.

Become a competent English speaker is the main orientation for English learners. English learners sometimes evaluate their success in the English learning based on how they have improved in their spoken ability (Leong & Ahmadi, 2017). Strong English speaking ability supports communication skill achievement (Menggo, 2018). Accordingly, speaking is viewed as a skill in conveying information, ideas or concepts to the receiver. Menggo further claimed that strong speaking ability is not only determined by mastery of grammar but also how accurate and clear an English speaker produces the words, phrases, or sentence by sentence in the speech of information. In line with Menggo's finding, (Imaniah & Dewi, 2017) claimed that the achievement of speaking ability is indicated by how a speaker is able to convey information or message both verbally and non-verbally to the receiver clearly and acceptably.

In order to achieve the good result in academic speaking purposes, a speaker should understand the micro and macro skill of speaking (Brown, 2004:142-143). According to Brown, micro skills in speaking are : (1) a speaker is able to produce chunks of language of different length, orally producing differences among English phoneme and allophonic variants, (2) be able to produce English stress pattern, words in stressed and unstressed position, rhythmic structures, and intonation contours, (3) be able to produce reduced form of words and phrases, using and adequate number of lexical units in order to accomplish pragmatic purposes, producing fluent speech at different rates of delivery, (4) be able to monitor one's own oral production and use various strategies devices- pauses, filler, self correction, backtracking to enhance the clarity of the message, (5) be able to use grammatical words lasses (noun, verb, etc), system (e.g. tense, agreement, pruralization, word order, pattern, rules, and elliptical forms; (6) be able to produce speech in natural constituents in appropriate phrases, phrases, pauses group, and sentences, expressing a particular meaning in different grammatical forms, (7) be able to use cohesive devices in spoken discourse.

Furthermore, the macro skills in speaking are (1) speaker is able use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conventions rules, floor keeping and yielding, interrupting, and other sociolinguistics features in face to face conversations; (2) be able to convey the links and connections between events communicate such relations as focal and peripheral ideas, events and feeling, supporting ideas of new information and given information, generalization and exemplification; (3) be able to use facial features, kinesics, body language, and other nonverbal cues along with the verbal language to convey meanings; and (4) be able to develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing,

providing a context for interpreting the meaning of words, appealing for help, and finding how well one's interlocutor is understanding other.

Speaking Criteria

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the listener's skill. According to Harris (1974) there are five components or criteria of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for a speaker to arrange a correct sentence in speaking while delivering the material. It is in line with explanation suggested by Heaton (1978:5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation skills mean that speakers can articulate and blend the sounds of the language, assign word stress to create meaning, and use appropriate intonation patterns (see Burns & Seidlhofer, 2010). Pronunciation is the way for speaker to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

Speaking is a productive skill that is included in two main categories which are accuracy and fluency. Accuracy consist of using vocabulary, grammar, and pronunciation through some activities, fluency take into account "the ability to keep going when speaking continuously" (Gower, Philips, & Walter 1995). According to Levelt (1989) the speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And articulation requires the speaker to articulate the speech with his articulators organs. Since all the three processes happen at concurrently, it is contingent that learners make mistakes especially in face-to-face communication. Therefore, Hughes (2002) argues that their speaking is filled with hesitation, false starts, grammatical inaccuracies, and a well as limited vocabulary. Besides, McLaughlu & Heredia (1996) assert that since human's mind is a limited capacity processor (p 214), it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & Foster, 1999).

RESEARCH METHODOLOGY

While doing a research, researcher need to use valid approaches and tools to gather data, and make sense the findings, these data collection and data analysis are research methods that can be applied to many discipline. Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. Developing research method is an integral part of research design. There is a difference between research method and research design. Research design is plan to answer to the research question. Meanwhile research method is a strategy used to implement that plan.

There are different types of research methods which use different tools for data collection. While doing this analysis, researcher was using qualitative descriptive research method. According to Gay (1987: 89) descriptive research involves collecting data in order to answer the question concerning the current status of the subject of the analysis. This research is using single sample, it mean that researcher was doing a research only to one person, named Dewi Susilowati from 4.B2 class as fourth semester student of University of Muhammadiyah Tangerang. The researcher is doing an analysis of Dewi Susilowati's speaking skill as she presents her presentation in Academic Speaking class. The subject became an academic speaker and the audiences consist of the lecturer and the rest of the class member. Not only watching the subject presents in the class, researcher also use a video to analyze the speaking skill of the subject while doing a presentation about "Religion & Culture of Wuhan's Society - China". The presentation was last for 7.45 minutes, and the subject of the research was using Power Point slides as a media in presenting her material.

The researcher was collecting the original data, which means that it was a primary data. The data were collected through observation and recording video. The recording video was done during the presentation of the subject as an Academic Speaker. The presentation was conducted on May 9th, 2020 around 7.30 pm, in Academic Speaking class of 4B2 in University of Muhammadiyah Tangerang. The focus of this research is to analyze the speaking skill of the subject, comprehend pronunciation and fluency.

Data Analysis

The main objective of this research is to assess the subject of the research, Dewi Susilowati in term of speaking skill as an academic speaker. The analysis data is based on the performance of the subject while presenting her material in front of the class.

Related to the speaking criteria based on Harris (1974), that a good speaking required good comprehension, grammar, vocabulary, pronunciation, and fluency, researcher state that the speaking skill of the subject or sample is already good. The subject comprehended the material so that she could deliver her speech well. She also actively interacted with the audiences to engage them and focus on her presentation. As for grammar, the subject understand enough about basic grammar, though there are some grammatical error such as when she said "Anybody to know?" when she asked the audiences about their opinion of China. She supposed to say "Anybody knows?" Another example is when she asked M. Khusni Taufiq to come in front of the class. She said "standing in here" which supposed to be "standing here". But, according to McLaughlu & Heredia (1996) since human's mind is a limited capacity processor (p 214), it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & Foster, 1999). It means that if you focus on one aspect, you will lack on another aspect.

Pronunciation usually become main concern when someone speaking English, if the pronunciation is good, that means she has good speaking skill. The subject in his research, however, did a good job in pronounce her speech. But, researcher notices some error, as follows : she pronounce "class" as /kles/ not /kla:s/, pronounce "religion" as /religion/ not /rɪ'lɪdʒən/. Researcher considering factor such as nervous and other thing because the subject is not used to doing presentation in full English. Even more, the lecturer was sitting right in front of her, and her friends was carefully watching her perform.

According to Shahini and Shahamirian (2017), one of the major characteristics of communicative competence is fluency. It becomes one of the conditions which ensure the success in communication (Gorkaltselva, Gozhin, & Nagel, 2015). Researcher noticed that the subject was doing mumbling like 'er' and pause several times when she was having hard time to find the right words to say. But, she mumbled just around 4-5 times, which indicate that her fluency is good considering she rarely using English in her daily life.

RESEARCH RESULT

As the previous research showed that speaking performance is infected by student's anxiety, and self-confident, this research also found with almost same result. Means, this research is supported by the previous study with the entitle "A Study On Student's English Speaking Problems In Speaking Performance" was conducted in 2015 by Dea Aries Fitriani, Rahayu Apriliawati, and Wardah to find out the most dominant problems in speaking performance faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak. The research method used by the researcher is descriptive method. The writer uses questionnaire and video recording as the tools of data collection. From the questionnaire findings, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak. The population of this research is the Third Semester Students of English Study Program Tanjungpura University 2014/2015. Sample of the study is 30 students of the third semester students who take Speaking for Academic Presentation Class. The technique of data collection in this research is by distributing questionnaire toward the samples of the research and video recording. These techniques will be combined to meet the purpose of this research and describe the possible explanations of it. The questionnaire consists of 25 question items that has 5 options. Each alternative has a score. The score range from 5 to 1. The options are define into SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree.

This research and the research above have a similarity which is analyzing college students' in their speaking performance. However, while the research above focuses on the problem faced by the students in speaking performance, this research is mainly focuses on the performance itself. According to Merriam-Webster, performance is the execution of an action, the action of representing a character in a play, or the ability to perform. As an academic speaker, it is important to have a good speaking performance. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood. But these two researches have same criteria as assessment of good speaking skill such as grammar, vocabulary, and pronunciation.

Based on the data analysis, the result can be said that the subject as the sample of the research, which is the student named Dewi Susilowati has a good speaking skill as an academic speaker. It includes good comprehension, grammar, vocabulary, pronunciation, and fluency as supported by some theories above. However, researcher noticed some error in grammar, pronunciation, accuracy, and fluency. Another thing that can't be ignored is that the subject finished the presentation in five minutes, but the duration of her presentation is around 8 minutes. It means that she wasted the last three minutes doing something unnecessary, which is asked the audience to sing in front of the class. Researcher personally didn't find it important, so it will be better if she didn't do that.

CONCLUSION

Based on the analysis done by researcher to one of the students of English major in University of Muhammadiyah Tangerang named Dewi Susilowati as 4th semester student, it can be concluded that she has a good speaking skill as an academic speaker. The criteria that underlie this conclusion are comprehension, grammar, vocabulary, pronunciation, and fluency which she showed in her presentation as an academic speaker. However, she still lack in some point so she needs to improve by speaking English more often, in and out of English class. Audio-visual is one of the best media to learn a language. One of the way the sample can do to improve her speaking skill is by watching English-language videos. It can be movies or English speech videos will be a better option. The sample can learn from the speaker how to deliver the speech in a right way.

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