

**STUDENTS' SPEAKING SKILLS THROUGH CONVERSATION
PRACTICE A CASE OF GRADE EIGHT STUDENTS OF SMP
MIFTAHUL HUDA**

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Abstract- *Speaking is one of the English skills which students need to master. The researcher used the Qualitative method for this research to catch-all phrases that include participant observation and interviews. In this research, the author trying to find the level of students' speaking ability, students' problems in speaking English, and factors that influence students' speaking ability. The author found that students' speaking ability of grade 8 students of Miftahul Huda is still low, problems that relate to factors that influence students' speaking ability, and two factors that influence students' speaking ability internal and external. In this research, the authors conclude that 1. The students of 8 grade SMP Miftahul Huda have bad speaking ability; 2. Some problems and difficulties faced by students when practicing to speak English. It is felt embarrassed, nervous, inability to pronounce words correctly, fear, lack of motivation and confidence are a few challenges faced; 3. The students' speaking ability of SMP Miftahul Huda is influenced by 2 factors internal factor and external factor. Some of the internal factors are lack of motivation from themselves, lack of mastery of vocabulary, and afraid of mispronunciation. The second factor is external factors these are less supportive environments.*

Keywords: *analysis; speaking; conversation practice*

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INTRODUCTION

English is a worldwide language. English is very significant in Indonesia, particularly for academic purposes and job applications. Getting an English certificate

and learning English is very important for both official and informal education. English plays a significant part in communication. The difficulties of technology, science, and culture are also addressed, which calls for a thorough understanding of English. The four language skills that pupils must master in English education are speaking, reading, and writing. One of the four language skills that students must master is speaking. It is a crucial ability since speaking allows one to convey their thoughts and feelings. Additionally, it is a representation of the words that people typically use to communicate.

A useful oral and aural talent is speaking. Speaking is a skill that students can use to help them communicate with others. Speaking is an interactive activity where speakers strive to create meaning by providing, receiving, and processing information, claims Bailey (2000, p.25) in (Hidayati, 2022). These beliefs suggest that speaking ability and communication go hand in hand. Speaking is the ability to utilize a language effectively to convey one's thoughts, feelings, or ideas in order to impart or receive knowledge from those who engage in communication. It is also can be used as a gauge for pupils' English-speaking strengths and weaknesses. According to (Santerika, 2018) In English as a foreign language, speaking is one of the most important skills because it is the ability to convey ideas and feelings verbally. (Sihombing, 2018), state that Speaking is an oral expression that uses the right rhythm, intonation patterns, and sequence to convey the correct and precise meaning. (Hidayah, 2021) stated that speaking is one of the critical abilities that students must master.

The first study was written by Jani (2018) in his journal he investigated students' anxiety of speaking English. The study stated that two factors influence students' anxiety, the first factor is internal factors, such as fear of mistakes, shyness, lack of motivation, and lack of confidence. The second factor is external factors consisting of embarrassment, limited vocabulary, grammatical errors, friends or classmates, and lack of preparation. The next study is about an analysis of factors influencing learners' English speaking skills by Seyedeh et al. (2017) in Zamani (2023), in their journal they stated that there are characteristics of speaking skills. Fluency is the first characteristic of speaking performance. Number two is accuracy. In their journal, they also stated that as students or learners of English speaking skill, they must know about intonation, pitch, and stress to help them to speak English effectively and easily. The last previous study by Penny Ur (1996,

p.121) in Samuelfolk (2019) stated that there are four types of problem-speaking activity such as nothing to say, inhibition, low or uneven participation, and mother tongue use. According to the previous study given above, speaking problems, difficulties speaking English fluently, and a lack of vocabulary are all related to speaking problems. They frequently speak their native tongue daily and are less secure when speaking English.

From the three previous studies above we can say that the first study explains students' anxiety about speaking skills, the second study states about characteristics of speaking skills, and the last previous study stated about types of problem speaking activity, but this study explains students' problem to speak English through conversation practice, then we can conclude students of junior high school of Miftahul Huda whether they can speak English through conversation or not.

Miftahul Huda Junior High School is one of the schools that is located far from urban areas and is an Islamic boarding school-based school where students are prohibited from bringing gadgets so in this case it can be said that facilities that can improve students' English ability are still not enough. For this reason, the writer wants to know whether the environment and facilities can affect students' speaking ability in English or not. Besides that, the writer also wants to know the extent to which Miftahul Huda Middle School students' ability to speak English. So, we can say that this study also aims to identify students' difficulties in speaking skills through conversation practice, whether they can speak English or not; to find students' difficulties in speaking English; and to describe the factors that affect students' speaking ability. There are three questions in this study, are: (1) How far are grade 8 students of Miftahul Huda's speaking ability?; (2) What are the students' problems in speaking English?; (3) What are the factors that influence students' speaking ability of Miftahul Huda Junior High School?. The findings are beneficial for many circles and have value for the present and future. This research provides information about how students learn speaking through conversational practice, the problems students experience in speaking practice, and any factors that influence students' speaking ability.

METHODS

Research design

In this research, the author used Qualitative research as a research method. According to Mihas (2019) in Jordan (2021), is "showing a technique in which the researcher is just interested in answering the problem and discovering relevant topics." By analyzing the findings from an observation uses one of the instrument from the book by Brown, H Douglass (2004), and a questionnaire, the author employed qualitative research to address the study issue. Students in the eighth grade at SMPS Miftahul Huda are the focus of this study; the author only attended class 8 E. In order to gather research data for this qualitative study, the author works with a group of students in the class to complete a questionnaire.

Data Collection

The author analyzed students' conversational speaking skills at SMPS Miftahul Huda. To gather information, the author utilized a questionnaire and observed students' speaking practice using one of the instruments from Brown, H Douglass. The questionnaire aimed to understand how individuals feel while speaking in English and the challenges they encounter when trying to converse with others. After the speaking practice sessions, students received questionnaires with various prompts to address the problem statement. Additionally, the author evaluated pupils' speaking abilities during their practice sessions using an assessment tool based on Brown's book.

Data analysis

After gathering information, the author examines the study's data. In addition to reading, reviewing, and analyzing the questionnaire results, the writer also analyzes the observation sheet. To assess students' conversational speaking skills and address the problem statement, the author used a questionnaire and data from observations as an information series tool.

FINDINGS AND DISCUSSION

The researcher gave a dialogue conversation with the students. The data is obtained from the researcher's evaluation of students' dialogue.

1. Students' speaking ability

Table 1
Evaluation Result of Observation Sheet
Students' Speaking Ability

| No. | Name | Point | Predicate |
|-----|-----------------------------|-------|-----------|
| 1 | ANJALINA LU'LUUL AINI | 25 | C |
| 2 | ADILLA PUTRI MAHARANI | 21 | C |
| 3 | AIRA SEPTI MAHARANI | 15 | D |
| 4 | AISYAH NUR DIANA | 19 | D |
| 5 | ALISA NUR FADILA | 21 | C |
| 6 | AYNUHAA NURUL FITRIA | 19 | D |
| 7 | DE EVA NINGRUM | 31 | B |
| 8 | ELYANA HIMAIYATUL KHAWA | 24 | C |
| 9 | FATHIYA FAHIMATUZZAHRA | 20 | C |
| 10 | GISFA AZZAHRA PUTRI | 15 | D |
| 11 | HAMIDATUL FAESARA | 28 | C |
| 12 | KHANIFA NUR TOYYIBATUN NISA | 21 | C |
| 13 | KHARISSA RACHEL AMELIA | 27 | C |
| 14 | LUTFIANA SAPUTRI | 21 | C |
| 15 | MARELLA WISARAGATI AYU B. | 16 | D |
| 16 | NABILA NURFI ZAHRA | 28 | C |
| 17 | NASYWA SUCITA NURCAHYANI | 15 | D |
| 18 | NAYLA MURYONO PUTRI | 25 | C |
| 19 | NUR HASANAH | 18 | D |
| 20 | PUTRI RAMADHANI RAEMAWASTI | 15 | D |
| 21 | SABRINA DWI APRILIA | 20 | C |
| 22 | SEKAR NISWATUL ASNA | 16 | D |
| 23 | SYIFA YAFI ALICIA | 32 | B |
| 24 | VIDEA RAMADHANTI HADIYANTO | 37 | B |
| 25 | WUNI SEFIYANI | 18 | D |
| 26 | ZAHRA AYU RIZQIANTI | 18 | D |
| 27 | ZZAHRO RAHMA ANZALI | 19 | D |
| 28 | LINA UMMATUL ULYA | 15 | D |

| | | |
|-------|---|---------------|
| 40-45 | = | A (Excellent) |
| 30-39 | = | B (Good) |
| 20-29 | = | C (Fair) |
| 0-19 | = | D (Poor) |

| | | |
|---|---|----|
| A | = | - |
| B | = | 3 |
| C | = | 12 |
| D | = | 13 |

From the observation result we know that mostly the students get D points in all aspects, which means not good at speaking English.

2. Students' Problem in Speaking English

Table 2
Questionnaire About Students' Problem in Speaking English

| | |
|------------|---|
| Question 1 | What is your feeling when you're practicing speaking English? |
| Answer | <p>Student 1: Nervous, because I didn't use to speak English.</p> <p>Student 2: Not a big deal, but kinda nervous.</p> <p>Student 3: Fear, because fear of misrepresentation with the words used and fear of being ridiculed. I'm embarrassed because I'm not used to speaking English.</p> <p>Student 4: Awkward but fun. It can increase the insight to speak English fluently.</p> |
| Question 2 | Do you find any difficulties when practicing speaking using English? |
| Answers | <p>Student 1: Yes.</p> <p>Student 2: Yes.</p> <p>Student 3: Yes I feel difficult.</p> <p>Student 4: Yes, but because of my partners understand English so I didn't confused)</p> |

Based on the student's answers above, it can be concluded that students experience some feelings and difficulties in speaking English. The students feel nervous, shy, and unconfident and its feeling causes them to feel difficult to speak English.

3. Factors that influence students' speaking ability

Table 3

Questionnaire About Factors that Influence Students' Speaking Ability

| | |
|------------|---|
| Question 3 | Do you think there are internal factors that make it difficult for you to speak English? |
| Answer | <p>Student 1: Because they are not used to it, they are afraid, they are embarrassed when they pronounce it wrong, they are doubtful.</p> <p>Student 2: Yes, it's hard to understand the vocabulary and sometimes you don't understand</p> <p>Student 3: When speaking or narrating.</p> <p>Student 4: I'm not used to it, maybe sometimes I don't think I like English, I'm afraid that if I make a mistake I'll be embarrassed and I'll lack self-confidence.</p> |
| Question 4 | In your opinion, are there external factors that make you experience difficulties or obstacles when speaking English? |
| Answer | <p>Student 1: Environment, because I'm Indonesian. Even playing with Indonesian people. So, it's like that. But, if you have foreign friends, maybe you can. I'm a little afraid of being talked about pretentiously.</p> <p>Student 2: Environment, friends.</p> <p>Student 3: The people around, the environment. Student 4: Friends/people around, environment.</p> |

There are 2 factors that influenced students' speaking ability, internal and external. From thactors cause difficulty in speaking English. It is, fear of being wrong in pronouncing words, not used to speaking English, and not understanding English. From the questionnaire result number 6 we can conclude that there are external factor cause difficulty in speaking English. It is friends and environment. This result is in line with Jani (2018) said that there are two factors that influence students' anxiety, the first factor is internal factor, such as fear of mistakes, shyness, lack of motivation, and lack of confidence. The second factor is external factor consisting of embarrassment, limited vocabulary, grammatical error, friends or classmates, and lack of preparation.

CONCLUSION

Based on the discussion before, the writers conclude from the results of research in grade 8 SMP Miftahul Huda academic year 2022/2023 that: first, the students of 8 grade SMP Miftahul Huda have less speaking ability. Second, some problems and difficulties faced by students when practicing to speak English. It is felt embarrassed, nervous, inability to pronounce words correctly, fear, lack of motivation and confidence are a few challenges faced. The last one is the students' speaking ability of SMP Miftahul Huda is influenced by 2 factors internal factors and external factors. Some of the internal factors are lack of motivation from themselves, lack of mastery of vocabulary, and afraid of mispronunciation. The second factor is external factors these are a less supportive environment (in a boarding-based school located in the village where people rarely use English), the facilities they get, and friends who are not supportive.

Based on the conclusion above, which explains the results of analysis of students' speaking abilities through conversation, the writers would like to add some suggestions that can be used in the future, which can also be useful for readers and further research. For the students, students can practice more independently to speak English and read more English vocabulary to improve their speaking skills by using books in the library to practice reading English vocabulary and practice with peers.

Forcing yourself to be more confident and not shy. Next, for the teacher and school, Teachers can teach English speaking more often to students so that they get used to listening and reading so that their English skills can improve. Teachers and schools

provide adequate facilities for students, not only books but provide internet and computer access for students because nowadays the internet has a lot of impact on children's abilities, so if schools provide these facilities children can access material that is packaged in a variety of ways so that students will more interested in learning and exploring. Last, for the future research, this study is expected to be helpful and useful as a reference for the development of further research on the analysis of students' speaking skill and how to improve students' speaking skill.

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