

STUDENTS' SPEAKING SKILL IN MICRO TEACHING PRACTICE IN UNIVERSITY OF PASIR PENGARAIAN

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ABSTRACT

In the process of the learning activities, every student has different efforts in learning English and it would give different progress of their speaking skill. In this research, the purpose was to know students speaking skill through micro teaching practice. The data took from their video documentation. The research design is descriptive qualitative research while the sample was sixth semester students of English Study Program in 2016/2017 academic year. The result of the research was from their performance in micro teaching practice was in average category, the data showed that 78% were average level.

Keywords: *Analysis, Speaking Skill, Micro Teaching*

INTRODUCTION

Speaking is one of the skills in English language which must be mastered by students majoring in English. In the process of the learning activities, every student has different efforts in learning English and it would give different progress of their speaking skill. In the classroom tend to be passive in learning process, students do not use English to talk with their friend. Because generally student not using English language as their daily language in the classroom.

Based on the researcher experience during micro teaching practice that has been done, generally the students can not elaborate their language when they did the micro teaching practice. The

students have difficulties to find out or to deliver their explanation. It can be happens because generally students always use local language than using English, which make their speaking skill are not improved. Based on explanation above the researcher want to find out how are the ability the speaking skill of students English Study Program in University of Pasir Pengaraian.

A teacher should have a good English speaking performance when they teach their students. Because, students must follow micro teaching practice, micro teaching practice is the practice of students who take the majors of teacher training and education. The practice gives the student preparation when it will become a teacher. This

study will be conducted to serve the purpose and aimed to explore the speaking skill sixth semester students academic year 2016/2017 in micro teaching practice.

The formulation of the research can be formulated as “how is student speaking skill in micro teaching practice at sixth semester students of English Study Program in University of Pasir Pengaraian in basic component speaking?”

This research was conducted to find out to explain student speaking skill in micro teaching practice at sixth semester students at English Study Program in University of Pasir Pengaraian.

REVIEW OF RELATED THEORIES

Speaking is one of skill that must mastered by the students majoring english, have a good speaking means that the students have a good performance if someday they are be a teacher and teach their students.

According to Brown (2001) speaking is an interactive process of conducting meaning that involves producing, receiving and processing information. It can be concluded that speaking is a tool of communication to each other' where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener. Therefore student supposed to mastered of speaking skill when deliver their though to make the listener understand what it is.

Speaking is a complex skill. In oral communication, in terms of speaking skill, most of people face some problems. They cannot speak clearly because their skill in using some accurate components, such as pronunciation, grammar, vocabulary,

fluency and the like. (Rahayu, p 62. 2015). Therefore each of students have different ability of speaking.

According to Rahayu(2012) Speaking shows capability to use a language. Therefore the good speaking is when someone have a good capability to use language.

According to Cameron(2005) states that speaking is used to express meanings so that other people can make sense of them. In other word, speaking is an important skill that is used to communicate with other people. It means speaking is be an important thing when communicated to the other, to make clear the aim of the conversation.

Collie and Slater (2005:8) express their idea about speaking,” Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.” So in the speaking students must know what is the important thing which is can make their speaking skill is good.

Based on the explanation of theories above,the good speaking is when can organize language which one the important thing to the teacher does in the classroom. That it can contribute to make student can easily understand what the teacher mean.

RESEARCH METHODOLOGY

This research consists of two variables and designed used descriptive qualitative. Sugiyono (2013: 14), the purpose of qualitative research methods isto find patterns of relationships that are interactive, find the theory,describes a complex reality, and gains understanding of meaning.Researcher used the qualitative research to explored and to know the speaking skill of student at sixth semester students

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The test is give to find out the students' speaking skill in micro teaching practice at sixth semester. The researcher find out students' speaking skill based on video record of micro teaching practice. The researcher use the observation. The purpose of descriptive analysis is to make systematic data in factual and accurate about the problem that is researched. After researcher find the data with some procedure.

The procedure are :

1. The researcher ask permission to three raters student speaking observe.
2. The researcher take the data from three rater.
3. The researcher continue analyze students' speaking skill each students based on Hughes's Assessment.
4. The researcher continue to analyze students observation.

After follow all procedure, the researcher find out the students' speaking skill in micro teaching practice at sixth semester students English Program Department Teacher Training and Education , University of pasir Pengaraian.

FINDING AND DISCUSSION

The researcher analyzed the speaking skill students based on Arthur Hughes theory in five indicator pronunciation, vocabulary, grammar, fluency and comprehensive.

The researcher accumulated the total score from all the indicators and then it can be found that students' average score was 57.61 and that is n Average category. It means that students' speaking skill sixth semester students academic year 2016/2017 at

English Study Program was in **Average category**.

Table 1 : Percentage of the students' pronunciation

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	4	11%
3	41-60	Average	33	89%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			37	100%

Based on table 4.2, 33 students had percentage 89% the category average because they were in range between "41-60". Than 4 students have percentage 11% were good the range between "61-80". Students' speaking skill in pronunciation was average level. Its mean that sixth semester students academic year 2016/2017 at English Study Program in level "they did foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabullary" based on speaking assessment rubric.

Table 2: Percentage of the studnets' grammar

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	2	6%
2	61-80	Good	16	43%
3	41-60	Average	19	51%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			37	100%

Based on table 4.5, students had percentage 6% in the category excellent because they were in range between "81-100". Than 16 students had percentage 43% was good the range between "61-80". And 19 students had percentage 51% was average the range between "41-60". Students' speaking skill in grammar was in good level, its

mean that sixth semester students academic year 2016/2017 at English Study Program were in level “they did few errors with no patterns of failure” based on speaking assessment rubric.

Table 3: Percentage of the studnets’ vocabulary

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	1	4%
2	61-0	Good	29	78%
3	41-60	Average	7	18%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			37	100%

Based on table 4.6, 1 students had percentage 4% the category excellent because they are in range between “81-100”. Than 7 students had percentage 18% are average the range between “40-60”. And 29 students had percentage 78% are good because the range between “61-80”. Students’ speaking skill in vocabullary was in good level, it’s mean that sixth semester students in academic year 2016/2017 at English Study Program in level “they did proffesional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situations” based on speaking assessment rubric.

Table 4: Percentage of the studnets’ fluency

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-0	Good	9	24%
3	41-60	Average	28	76%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			37	100%

Based on table 4.11, 9 students had the percentage 24% of category good because they are in range between “61-80”. Than 28 students had

percentage 76% was average in the range between “41-60”. Students’ speaking skill in fluency was in **average level**, its mean that sixth semester students in academic year 2016/2017 at English Study Program in level “they did speech is frequently hesitant and jerky:sentence maybe left uncopleted” based on speaking assessment rubric.

Table 5: Percentage of the studnets’ comprehension

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	1	1%
2	61-0	Good	7	18%
3	41-60	Average	30	81%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			37	100%

Based on table 4.10, there were only 1 students had percentage 1% was in the category excellent because they were in range between “81-100”. Than 7 students had percentage 18% are good the range between “61-80”. And 30 students had percentage 81% are average . students’ speaking skill in comprehension is average level, its mean that sixth semester students academic year 2016/2017 at English Study Program in level “they did understanding quite well formal educated speech to him, but requires occasional repitation and rephrasing” based on speaking assessment rubric.

In this research, the basic component of speaking skill at sixth semester students of English Study Program in University of Pasir Pengaraian measured by Arthur Hughes theory speaking assessment rubric. Arthur (2003) has devided speaking assessment of micro teaching practice into 5 components, they are

Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

From the present findings, the researcher needed to discuss the findings to answer the researcher question, especially in five basic component of speaking skill . The researcher question is how is tudents speaking skill in micro teaching at sixth semester students of English Study Program in University of Pasir Pengaraian.

CONCLUSION AND SUGGESTION

As mentioned in the introduction, this research was intended to find out how is speaking skill sixth semester student academic year 2016/2017 at English Study Program in University of Pasir Pengaraian.

Based on the result of the research, the researcher concluded about this research. The researcher used on formulation of this research:

“How is students' speaking skill in micro teaching practice at sixth semester students of English Study Program in University of Pasir pengaraian” : In speaking skill no one students got excellent category, eight students' got good category, twenty nine students' got average category, no one students' got fair category and no one students' got poor category. Researcher was numbering the total score all of the students in speaking skill is 57.61 it means sixth semester students academic year 2016/2017 at English Study Program in Univerity of Pasir Pengaraian was in **Average category**.

Based on the result of the research, researcher would like to give some suggestion follow:

1. For the Lecturer

- a. The lecturer must give more attention to improve students speaking skill in micro teaching practice.
 - b. The lecturer must be pay attention students' problem when teach speaking skill
 - c. The lecturer must be more detail in explanation in speaking skill.
2. For the Students
- a. The students must be pay attention to the lecturer explanation.
 - b. The students must be more study and pay attention in specially when practice speaking skill in micro teaching.
3. For the Researcher
- a. The researcher suggest that, this research can be a refrence for the next research related

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