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STUDENTS' EFFORT TO IMPROVE SPEAKING SKILL

UPAYA MAHASISWA DALAM MENINGKATKAN KETERAMPILAN BERBICARA

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Abstract

The aims of this study was to find out students' efforts in improving speaking skills at University of PGRI Sumatera Barat. This present study employed a qualitative descriptive design with taken from a questionnaire adapted from the College Students Experience Questionnaire (CSEQ) G.D Kuh (2003) as a research instrument. The data collect by distributing questionnaires using Google Forms. There were 49 students first semester in 2021 studying at the Department of English Education, University of PGRI Sumatera Barat who participated in this study. There are seven activity scales namely, library, classroom learning, speaking experience, arts and music activities, campus facilities, groups and organizations, and personal experiences. The results of the analysis showed that students' efforts to improve their English speaking skills, from twenty-seven indicators of translation, students tend to make twenty-one attempts to improve speaking skills. Most students go to the library to find English speaking resources. Students increase their English vocabulary by reading many source books. Students learn in group discussions in class. Most of the students when they meet at their campus location will discuss to improve their speaking skills, etc. It can be concluded that first semester students use varied efforts to improve their speaking skills in varied activities.

Keywords: Speaking Skills, Student Effort

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui upaya mahasiswa dalam meningkatkan keterampilan berbicara di Universitas PGRI Sumatera Barat. Dalam penelitian ini peneliti menggunakan desain

deskriptif kualitatif dengan menggunakan angket yang diadaptasi dari College students Experience questionnaire (CSEQ) G.D Kuh (2003) sebagai instrumen penelitian. Pengumpulan data dengan cara membagikan angket menggunakan Google Form. Ada 49 mahasiswa semester satu tahun 2021 belajar di jurusan Pendidikan Bahasa Inggris, Universitas PGRI Sumatera Barat yang berpartisipasi dalam penelitian ini. Ada tujuh skala aktivitas yaitu, perpustakaan, pembelajaran di kelas, pengalaman berbicara, seni dan aktivitas musik, fasilitas kampus, grup dan organisasi, dan pengalaman pribadi. Hasil analisis menunjukkan bahwa upaya mahasiswa dalam meningkatkan keterampilan berbicara bahasa Inggris bervariasi, dari dua puluh tujuh indikator penjabaran, mahasiswa cenderung melakukan dua puluh satu usaha untuk meningkatkan keterampilan berbicara. Sebagian besar mahasiswa pergi ke perpustakaan untuk menemukan sumber materi berbicara bahasa Inggris. Mahasiswa menambah kosa kata Bahasa Inggris mereka dengan membaca banyak buku sumber. Mahasiswa belajar dalam diskusi kelompok di kelas. Sebagian besar mahasiswa ketika bertemu di lokasi kampus mereka akan berdiskusi untuk meningkatkan kemampuan berbicara mereka, dll. Jadi dapat disimpulkan bahwa mahasiswa semester satu menggunakan berbagai upaya untuk meningkatkan keterampilan berbicara dalam berbagai kegiatan.

Kata kunci: Keterampilan Berbicara, Upaya Mahasiswa

1. INTRODUCTION

Because oral communication is such an essential aspect of learning a language, one of the skills that students should work to strengthen as a component of their language education is their capacity to effectively express themselves verbally in conversation. Students can improve their capacity for interpersonal communication and the dissemination of information to their classmates on a variety of topics by developing their ability to speak in front of an audience. This will allow students to communicate more effectively with their peers on a variety of topics. Practice making speeches in front of an audience is one way to accomplish this goal. After that, the students will have the chance to verbally express their notion, opinion, comment, and advice following the conclusion of that point. By talking to one another and having dialogues, which is a form of oral communication, people are able to share information with one another and have talks. Writing is another way for individuals to communicate their thoughts and viewpoints with one another. Because students will be spending the majority of their time in the academic environment of a college or university, which is where they will spend the majority of their time, it is very important for them to have excellent speaking talents in this setting. Students typically share the viewpoint that not only does public speaking in front of an audience create a difficulty for them, but that it is also difficult for them to carry out. The amount of effort that students put into learning English is directly related to the level of fluency that they are able to acquire in speaking the language. The connection between the two is direct and unbreakable. Students who are self-assured in their capabilities to perform well in school and who have reasonable expectations regarding how well they will succeed academically are more likely to put in additional effort because they believe that their efforts will lead to a successful conclusion. Students who are not self-assured in their capabilities to perform well in school and who do not have reasonable expectations regarding how well they will succeed academically are less likely to put in additional effort. Students who do not have reasonable expectations for how well they would succeed academically are less inclined to put in additional effort. This is because they do not know how well they will succeed academically.

Furthermore, Bygate cited in Torky (2016) definition of speaking based on interactional skill which involve making decision about communication. The true consequence of this is that the act of speaking is the channel through which information is communicated through communication, and language is the tool that is utilized to accomplish this purpose in order to do

it. When two people engage with one another via spoken language, it is possible for them to share information with one another. This exchange of information can take place. When it comes to the process of exchanging information with one another, those individuals who have a high capability in speaking will do noticeably better than the others will due to the fact that they will be able to communicate information with one another more effectively. Therefore, Thornbury (2002) speaking is a skill that, in order to be effective, needs to be studied and practiced in a manner that is distinct from the curriculum for learning grammar. This is because studying and practicing speaking requires a different set of muscles than those used for learning grammar. This illustrates that oral communication in the form of reading aloud in the classroom is a socioculturally relevant activity that functions as a form of oral communication. Reading aloud in the classroom is also a type of oral communication. When we talk about someone having speaking skill, what we mean is that they have the ability to apply their knowledge of linguistics in situations where there is a need for communication in the actual world. The talent of speaking is comprised of many different components, one of which is the ability to utilize words or a language to express information in a voice that sounds natural. As a consequence of this, we are able to arrive at the conclusion that this capability represents the competence.

A researcher at the University of PGRI Sumatera Barat discovered, as a result of conducting interviews with students enrolled in the first semester of 2021, that the majority of first-semester students at the university struggle with their speaking skills. Some of the students were unable to correctly pronounce the words; some of the students were ashamed to speak and to make mistakes when speaking; some of the students were unable to effectively express their thoughts; some of the students were unable to remember anything to say; some of the students did not feel confident when speaking in front of the class; some of the students were unable to remember anything to say; the researcher came across several phenomena, including the following: some students were unable to effectively express their thoughts; some students were unable to remember anything. The activities that students participate in when learning English are unable to aid them in finding a solution to the problem with their speaking abilities. Because of this, in order for pupils to improve their speaking abilities, it is important for them to put in a little bit more effort than they normally would.

However, Carbonaro (2005) effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school. It is goal specific and different students may exert the same level of effort in meeting some goals but different levels of effort in meeting others. Student effort is recognized as an important input in education production function. Effort can be defined as the expenditure of physical and mental energy in the service of a goal, for example, to achieve understanding the content of the lesson Inzlicht cited in Schmid (2021). The students' effort invests into their learning attempts is a crucial element of the learning process could be the motivation to learn. When people poor performance such as low intelligence is not going to change in the future because of insufficient effort, in the same time, people could improve their performance by working harder. Dickey, Steven & Houston (2012) although an effort is essential in the theoretical modeling of education production, the direct treatment of effort has been limited both theoretically and empirically.

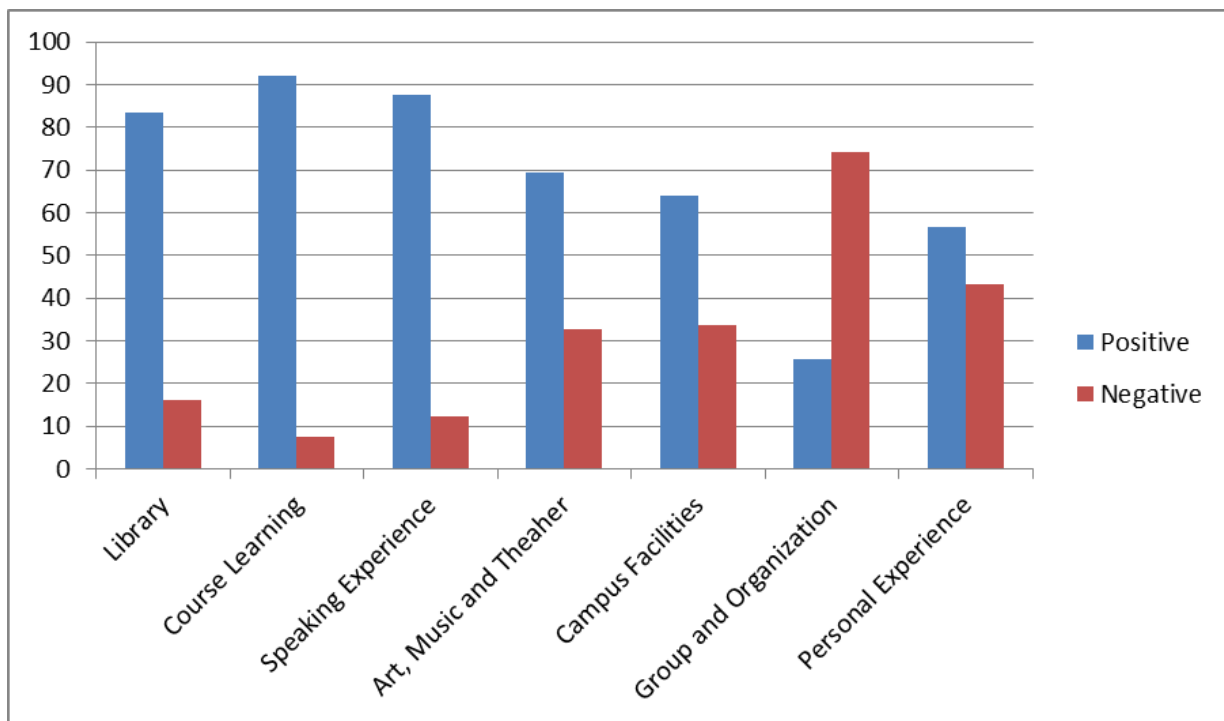
College activities scales from G.D. Kuh's College Students Experience Questionnaire (CSEQ) were referred to by the researcher in this study in order to ascertain the level of effort that students put forth in order to improve their speaking skills. The purpose of this study was to determine how much effort students put forth in order to improve their speaking skills. This research was conducted with the intention of determining how much effort students put forth in order to develop their speaking abilities. When compared to the college activities conflict 13 scale, the activities scales in this study were expanded to include seven scales that reflect the quality of effort. This is in contrast to the college activities conflict 13 scale. These scales took into consideration the amount of time spent in the library, the amount of time spent learning in classes, exposure to the arts (including music, painting, and theater), the amount of time spent using campus facilities, the amount of time spent in clubs and organizations, personal experience, and experience giving speeches.

2. METHODS

This study used descriptive method, because the researcher describing the students' effort to improve speaking skill. Haryanto (2018) descriptive research is define as a research method use to described the existing phenomena as accurately as possible. The descriptive research covers some subtypes of research methods such as survey, correlation study, quantitative study, or content analysis. The researcher described by using qualitative method. Creswell (2009) define qualitative research as an approach for exploring and understanding the meaning individuals or groups describe a social or human life. It is believe that in using descriptive research with qualitative approach is the appropriate way to answer the research questions in this research. In order to got information about the data, the participant of this research were students of University of PGRI Sumatera Barat in the first semester. The technique sampling the researcher used is total sampling. Total sampling is the technique to determine the sample if all of the population become a sample Sugiyono (2010). The istruments used in this research was Questionnaire. The questionnaire were adapted from the College Students Experience Questionnaire (CSEQ) from G.D. Kuh (2003). The activities scales were include seven scales that measure quality of effort, they were library experiences, course learning, art music and theatre, campus facilities, clubs and organization, personal experiences, and speaking experiences. The questionnaire were based on likert-scale with four degrees. The scales were (4) for strongly agree, (3) for agree, (2) disagree, and (1) for strongly disagree. The research result were interpreted with percentage interval by Arikunto (2009). 0%-20% (very low), 21%-40% (low), 41%-60% (enough), 61%-80% (high), 81%-100% (very high).

3. RESULTS AND DISCUSSION

Table 1.1 Result of Students' Effort to Improve Speaking Skill of this research could be seen as follow:



According to the chart, there are seven different indicators that can be used to identify how much effort students are putting in to improve their speaking abilities. These indicators can be used to determine how much work students are putting in to improve their speaking abilities. Utilizing these indications, one is able to evaluate the kids' development throughout the course of time. The library is the first place that serves as an indicator since, according to the data, it has the highest percentage of respondents who have finished filling out the questionnaire in its entirety (83.66 percent). Every single description of the measures that the students have taken to strengthen their capacity for verbal communication is supplied here. The goal of these activities is to improve the students' ability to communicate verbally. The students put their English skills to the test in the library, which is excellent for their overall language development as well as their ability to speak the language and helps them enhance their speaking skills. Additionally, one of the places that young people go to in order to read and increase the breadth of their vocabulary is the local library. You have the option of obtaining the knowledge from either the book or the website; thus, choose one or the other. Students can obtain the information they require from the library website by inquiring with the staff members working there. They can get the information they need from the website. The second component that will be examined is course learning, which, according to the comments and the results of the questionnaire, received the highest proportion of responses (92.16 percent). Every single description of the measures that the students have taken to strengthen their capacity for verbal communication is supplied here. The goal of these activities is to improve the students' ability to communicate verbally. The students take notes during the presentation, and later, they discuss what they've learned in depth with a fellow student in a follow-up discussion. After that, it is required of everyone to participate in the ongoing topic that is taking place in the classroom by having a chat with the person who is seated next to them.

The third indicator is a person's speaking experience, and according to the statements, it has the highest percentage of respondents who filled out the questionnaire (87.73 percent). These remarks demonstrate that the students have made a lot of attempts to improve their speaking ability, and those efforts are reflected in these remarks. The students give it a shot, and whenever they come across a word whose meaning they are unfamiliar with, they look it up in a dictionary. In addition, when they speak English, they are aware of the structure of the sentences that they are saying. This is a trait that is unique to the English language. In addition to this, the students try to determine whether or not their other classmates have a good command of the English language by inquiring with their close companions about it. The fourth sign is the individual's participation in creative and musical activities, and the percentage of 69.3 percent indicates a strong effort level based on the remarks. Two of the three descriptions include an account of the students' efforts to enhance their ability to speak orally, and one of those accounts is included in each of the descriptions. The fact that students choose to watch movies in English demonstrates the amount of work and dedication they are putting into expanding their English vocabulary and enhancing their ability to pronounce words correctly while speaking the language. The students will also engage in discussions with their mutual buddy regarding the arts and English music. We are all aware that the vast majority of students enjoy listening to western music, and since they are also up to date on the most recent fashions, you will frequently hear them singing English songs performed by musicians such as Justin Bieber, Adele, and Taylor Swift, amongst others.

According to the statements, a person's speaking experience is the third indicator, and it has the highest percentage of respondents who filled out the questionnaire (87.73 percent). These comments show that the students have made a lot of efforts to improve their speaking abilities, and those efforts are represented in these comments, therefore these comments suggest that the students have made such efforts. The pupils give it a shot, and everytime they come across a word whose meaning they are not familiar with, they look it up in a dictionary to find out what it means. In addition, when they speak English, they are conscious of the structure of the words that they are speaking. This indicates that they are fluent in the English language. This is something that can only be found in the English language and no other. In addition to this, the students inquire with their closest friends about the English language skills of their other classmates in an effort to establish whether or not their other classmates have a decent grasp of the language. The individual's participation in creative and musical activities is the fourth indicator, and the percentage of 69.3 percent shows a strong effort level based on the comments made about the individual. One of the accounts of the students' efforts to improve their ability to talk orally is included in each of the three descriptions, and two of the three descriptions include an account of the students' efforts to improve their ability to speak orally. The fact that students choose to watch movies in English is evidence of the amount of effort and attention they are putting into extending their vocabulary in English and improving their ability to appropriately pronounce words while using the language. Additionally, the children will have conversations with their buddy on the arts as well as English music. We are all aware that the vast majority of students take pleasure in listening to western music, and due to the fact that they are also current on the latest trends, you will frequently overhear them singing English versions of songs performed by artists such as Justin Bieber, Adele, and Taylor Swift, amongst others.

4. CONCLUSION

According to the findings of the research, the students of the English Education Program at the Universitas of PGRI Sumatera Barat who are enrolled in the first semester of 2021 have made a variety of efforts to improve their speaking ability. These efforts include attending extra classes, practicing their accents, and practicing their pronunciation. As part of their efforts, they are taking additional lessons, working on perfecting their accents, and rehearsing their pronunciation. They are making an attempt to improve their accents and pronunciation by attending supplementary classes, concentrating on polishing their accents, and practicing their pronunciation. In order for the students to improve their speaking abilities, they are required to put in a particular amount of work, which is then later incorporated into the activities that they participate in on a regular basis. As a component of the activities that will be assigned to them, the students will be tasked with discussing possible answers to the challenges that have been posed to them in order to fulfill this requirement.

We expect the students to demonstrate that they have the capability to self-regulate and take command of the activities they choose to engage in to improve their speaking skill, and we refer to the ability of the students to self-regulate and take command of these activities as "effort." In addition to that, we anticipate them to demonstrate that they are capable of enhancing their level of oratory. It is not the only situation in which it may be utilized; for example, the efforts that the students are making to strengthen their English speaking skills are only one context in which it could be used. However, it is not the only situation. However, this is not the only situation in which one could use it; there are many others. Nevertheless, this is not the only situation where it is appropriate. In addition to this, it provided students of the generation that would follow the current one with a better opportunity to have a better understanding of the efforts that their ancestors had made to speak English when they were their age. This was because it offered students of the generation that would follow the current one a better opportunity to have a better understanding of the current generation. This was due to the fact that it presented improved opportunities for the pupils of the generation that would come after the one we are currently living in. This was because their ancestors learned English at the same age as they did, which made their generations comparable to one another. This generation would be the generation that comes after the one that we are now a member of here and now.

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