

THE CORRELATION BETWEEN ENGLISH CLASS PERFORMANCE AND SPEAKING SKILL

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Abstrak: *Speaking skill* adalah salah satu dari empat ketrampilan penting yang harus dikuasai oleh mahasiswa jurusan Pendidikan Bahasa Inggris. Untuk meningkatkan kemampuan *speaking*, Asosiasi mahasiswa Pendidikan Bahasa Inggris menggagas sebuah program yang disebut ECP (*English Class Performance*). Di program ini seluruh mahasiswa jurusan Pendidikan Bahasa Inggris mulai dari semester 2 hingga semester 6 harus tampil membawakan pidato berbahasa Inggris di depan seluruh angkatan. Tujuan dari penelitian ini apakah enar-benar ada korelasi antara ECP dengan kemampuan *speaking* mahasiswa. Berdasarkan hasil penelitian, tampak bahwa ECP memang ada korelasi antara ECP dengan kemampuan *speaking* mahasiswa jurusan Pendidikan Bahasa Inggris Di STKIP PGRI Tulungagung.

Kata Kunci: ECP (*English Class Performance*), *speaking skill*

Abstract: Speaking skill is one of important skill that should be mastered by English Education Department students. To improve speaking skill, English Students Association in STKIP PGRI Tulungagung make a program which is called as ECP (*English Class Performance*). In this program, all students from second to sixth semester shoul present a speech in front of all students from second to sixth semester. The objective of this study is to know whether ECP correlated to students' speaking skill. Based on the result of this study, it is known that there is correlation (positive correlation) between ECP and speaking skill of English Education Department students at STKIP PGRI Tulungagung.

Key Words: ECP (*English Class Performance*), speaking skill

INTRODUCTION

As an International language, English is used in almost all aspects of life. People consider that they need master English. That is one of the reasons why English is taught in every level of education.

Speaking is one of skill that should be mastered by the learner. For Indonesian people it can be difficult because English is foreign language in Indonesia. The difference in grammatical and pronunciation make it difficult to learn. But there is another factor that influence speaking ability of English learner, that is self-confidence and habitual.

This problem is also faced by the students of English Education Department of STKIP PGRI Tulungagung. The lecturer and the students' organization try to solve the problem by conducting an annual event called English Class Performance (ECP) which is joined by all students from second semester until sixth semester. In this research, the writer wants to find whether ECP correlate to speaking ability of students or not.

The objective of this study is to know whether English Class Performance program correlate to the students' speaking ability.

Speaking is one of skill to communicate each other. According to Clark and Clark (1977) there are two basic activities in communication, they are speaking and writing. People need to express their mind and feelings through words in speaking. While Spratt, et.al (2005) argue that speaking is different from writing and reading. In speaking, a person use speech to transfer their idea. Besides, speaking requires interaction. Sometimes the speaker needs to use nonverbal code to attract and keep the listener to listen to what he says.

Related to nature of speaking, Thornbury (2001) claims that in nature speaking, a person do several important parts to show her skill. He should manage speech production and self-control, word articulation, and his speech accuracy and fluency.

Harmer (1998) states that speaker requires knowledge of language features to speak fluently. Besides, a speaker also requires ability to process the language and information directly.

According to Harmer (2007), there are four language features that concerns with speaking skill. The first is connected speech. It includes sounds modification (assimilation), omitted sounds (elision), stress patterning and contraction. Besides individual phonemes (e.g. *I am reading*), a speaker needs to be able to produce connected speech in speaking (e.g. *I'm reading*).

The second is expressive device. It deals with pitch changes and stress of special utterances, speed and volume, the use of non-verbal codes and face expression or mime to show feeling.

The third is lexis and grammar. The use of several common lexical phrases indicates the performance of specific language function such as asking for apologize, expressing sympathy, etc.

The last is negotiation language. It is used to clarify and show the structure of what people say. It is important to keep effective speaking.

Brown and Yule (1983 in Nunan, 1989) stated that there are two basic genres of functions of speaking, they are transactional and interactional. In interactional communication, the focus is serving social interaction. While the focus of transactional speaking is getting something done (Richards, Jack C, 2014). Furthermore, Brown (2001) states the spoken language types, they are monologue such as delivering speech, telling story, etc. and dialogue such as having conversation.

English Class Performance (ECP) is one of programs held by English Education Department association in STKIP PGRI Tulungagung. The aim of ECP is improving English ability of English Education Department students in STKIP PGRI Tulungagung. It is also a means of developing talents in delivering speech in public. This event is held once a year, in event semester, by English Education Department Association in STKIP PGRI Tulungagung.

All students from 2nd, 4th, and 6th semester of English Education Department of STKIP PGRI Tulungagung must participate ECP. They have to deliver speech.

There are two session in each meeting, speech session and advertisement or drama session. In speech session, students have to deliver speech related to the theme of that day. The content of speech must be free from any kind of offensive topic on religions, believes, ethnicities and the likes. Each student has three to seven minutes to deliver the speech.

The next session is advertisement. It also must be related to the theme of that day. Each performance of drama should contain moral value. The duration is seven to ten minutes.

RESEARCH METHOD

The design of this research is quantitave, correlational research. According to Privitera (2013) correlational method is the measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern. Quantitative approach research is a research method that use for study about population or sample, and use instruments to collect the data, the data analysis will analyze in statistics in order to testing the hypothesis that already existed Sugiyono (2008: 8).

The data of the research is score of speaking and English Class Performance. The population of this research is 69 students. They are students of English Education department of STKIP PGRI Tulungagung from the 2nd until 6th semester. The sample was taken by using cluster sampling. The 2nd semester is the sample of the research which consists of 22 students.

The technique of collecting data in this research is by testing the sample in speaking and asking the score of ECP of students that are used as the sample collected by the committee of ECP. The data was analyzed by using Minitab program.

FINDINGS AND DISCUSSIONS

Findings

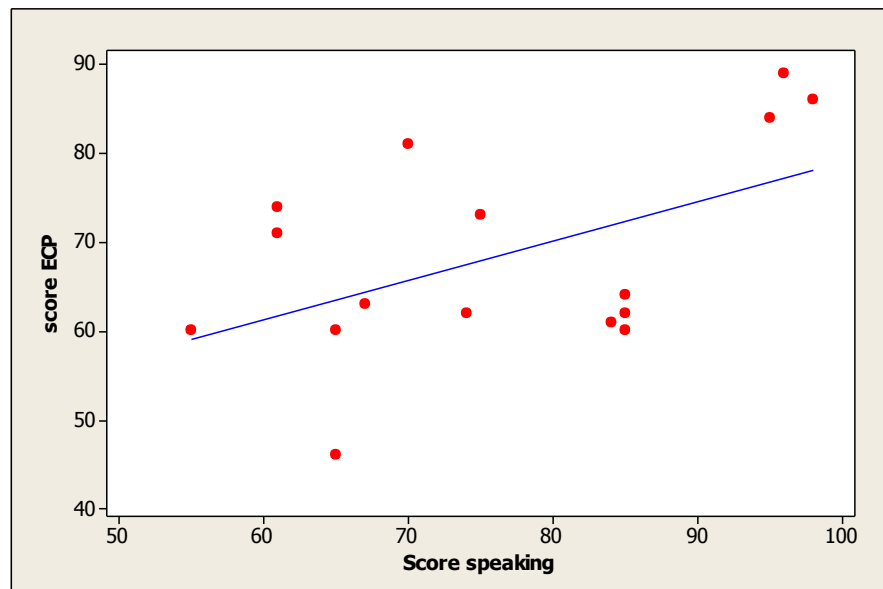
This is the list of speaking score and ECP score. The data is presented in table 1.

Table 1. Table of speaking score and ECP score

Number	speaking Score	ECP score
1	65	46
2	85	60
3	70	81
4	85	62
5	65	60
6	98	86
7	85	64
8	75	73
9	95	84
10	55	60
11	96	89
12	67	63
13	61	71
14	61	74
15	74	62
16	84	61

This is the scatterplot that is used to show the correlation between variable X (speaking score) and variable Y (ECP score). The data is presented in figure 1.

Figure 1. Scatterplot between variable speaking score (X) and variabel ECP Score (Y)



Correlations: Score speaking, score ECP

Pearson correlation of Score speaking and score ECP = 0.510
P-Value = 0.043

Discussions

Based on the figure 1, it can be seen visually that the linear line is leaning to the right. It shows that there is positive correlation between variable speaking score (X) and ECP Score (Y). Positive correlation between the two variables means directly proportional, when the speaking score is increasing, the ECP score is increasing too and vice versa. The Pearson correlation of speaking score and ECP score is 0.510. The correlation is significant at the 0.05 level.

In ECP students are forced to be brave to speak in front of many students in English. They have to make good preparation and practice. Besides speaking, they have to listen to the others. It can improve their vocabulary mastery which can support their ability in speaking English. Students also learn several important skill to show their speaking skill. They learn to manage speech production, self-control, word articulation, speech accuracy and fluency. It is in line with theory claimed by Thornbury (2011).

CONCLUSIONS AND SUGGESTIONS

There is positive correlation between speaking ability and ECP. It is showed by the linear line that is leaning to the right. ECP is a good program to improve speaking skill. In this program, students can learn how to pronounce correctly, improve vocabulary, and how to be confident in speaking English in front of many people

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