

INVESTIGATING STUDENTS' PERCEPTION OF SPEAKING ACTIVITIES IN THE XI GRADE OF SMA NEGERI 19 MBD

¹Angelina Intopiana, ²Renata Nikijuluw, and ³Monica
^{1, 2, 3}English Education Study program PSDKU Pattimura University

E-mail: angelinaintopiana270500@gmail.com

ABSTRACT

This study investigated students' perceptions of speaking activities in XI Grade of SMA Negeri 19 Maluku Barat Daya. The data was obtained by a survey conducted from September 23rd to October 25th, 2021. The number of respondents who participated in this study were 33 students who provided information regarding their perception toward English speaking activities they conducted in the classroom. They responded to 15 statements from the questionnaire, which required their perception of speaking activities and types of speaking activities in English class. The study results revealed that the activities carried out in class XI were dominated by group discussions and teacher question and answer (Q &A) sessions. In addition, most respondents consider speaking activity an essential aspect that builds interaction with other people. In general, the respondents asserted that talking in English is fun. From the result of the current study, it is also suggested that there are many aspects that must be taught to students to master speaking skills.

Keywords: *Students' perception, speaking, speaking activities.*

1. Introduction

In Indonesia English is one of the lessons that students have to learn since they are at kindergarten and taught until the university because English is one of the essential subjects in the educational world (Bhaskar & Soundiraraj, 2013). To have good English students have to master four basic language skills namely reading, speaking, listening, and writing, as the main tool for communication. Of all these language skills speaking seems to be the essential skill needed to communicate. Thus, speaking has become an important component to be mastered by students. Speaking is a process of oral communication between speakers and listeners in exchanging information (Kusrini, 2012). Speaking is not only about establishing interaction with other

people but also about getting new information or sharing ideas people got from books or social media. Most students still find difficulties when they have speaking activities in English class as there are many inhibiting factors such as feeling afraid to make mistakes in grammatical aspect, fear of being laughed at by the peers. Feeling of being inadequate in their ability to build on their language competence or students do not have store of ideas in their minds to discuss in the practice of speaking.

These are the kind of speaking activity normally carried out in the classroom as follows. Oral Interview is where the examiner asks the learner questions about himself, and perhaps also about a passage or picture sequence given in advance. This is traditional technique. Role play and simulation is the learner can be given a role card just before the test, asking him to act a role. Imitation is the tester says a series of sentences to the learner, each longer than the one before. The learner repeats each sentence, stand up in front of the class and speak loudly, stand up in front of the class with partner and present something together, be part of a group presenting a drama of role play in front of the class, class discussion or debate, etc.

In speaking skills there are four components that must be mastered by students namely grammar, vocabulary, pronunciation, and fluency. Grammar can structure the language well, vocabulary allows for accessible speaking, pronunciation helps the speaker to convey the word so as not to misunderstand and fluently perfect the three components above smoothly. The four components above affect speaking skills. Nevertheless, the perception can influence students' speaking ability because the perception of speaking may affect students' willingness and motivation to learn English. Perception is a process preceded by sensing, which is a process that the individual receives through the receptors, namely the sense organs. This opinion, supported

by Zamroni (2013), argues that *perception* is the process of individuals recognizing objects of the objective of facts by using individual tools. It also allows us to take the sensory information in and make it into something meaningful. After the researcher observed SMA Negeri 19 MBD, she observed that students did not like learning English because it was challenging to understand and boring. Students also lack the interest and motivation to learn English, plus the opportunity to practice English in school is significantly limit, so it makes students lazy to follow this lesson. Based on previous research conducted by Silvestra Maria Indrat Yessy Adipranata (2009) regarding students' perceptions of the use of Role Play Techniques in speaking classes at the English Education Study Program, Sanata Dharma University. This study aims to determine and identify students' perceptions of the use of role play in speaking classes. The instruments used in this study were observation and questionnaires. The researcher also interviewed seven respondents to get more information, the interview guide consisted of five questions related to the use of role play techniques. Based on the results of the study, it was concluded that, first, the role play was well implemented. The application of role-playing techniques is following good role-playing theory, which states that role-playing should be based on familiar situations, allow students to speak naturally, and develop students' creativity. The type of role play used in this class is a simple role play. The second is that all students have positive perceptions about the use of role-playing as a techniques in speaking class. Role play is considered capable of positively contributing to helping them improve their language skills, especially speaking.

Then there is also research on Student Perceptions of Speaking Practice at English Week by Fikri (2018). This research was conducted at the Modern Islamic Boarding School Misbahul Ulum Lhokseumawe. This study was conducted to determine students' perceptions of speaking

practice in English week. Participants in this study amounted to 54 participants where the researcher applied a stratified sampling technique to determine three students from each class as participants. To collect data from the participants, the researcher used a questionnaire. The data analysis showed that most students strongly agree with the rules applied in English week. They strongly agree with the communication strategies used to improve speaking skills, and they also agree with the English program in English week. Finally, they agree with the punishment given in English week.

Based on the explanation above, there are similarities between previous research studies and this research. Both were researching students' perceptions, and the positive research results that distinguish this research from previous research is that this research examines students' perceptions of speaking activities in English class with the title "Investigating Student Perceptions of speaking activities in class XI SMA Negeri 19 MBD" The purpose of this study was to investigate the types of speaking activities in the classroom and to investigate students' perceptions of speaking activities in the classroom.

2. Methodology

In this study a quantitative design was used to investigate students' perceptions of speaking activities in English classes in senior high schools. According to Sugiyono (2017;8) research methods based on positive philosophy are used for research on certain populations or samples, data collection uses quantitative or statistical research instruments to test the expected hypotheses. This research was conducted in SMA Negeri 19 MBD, where all students of class XI SMA Negeri 19 MBD are the subjects. According to Sugiyono (2011: 80), "Population is a general area of objects/subjects with certain qualities and characteristics that researchers

determine to study and then draw conclusions. Meanwhile, according to Silaen (2018: 87), "Population is all objects or individuals with special characteristics to be studied. Population is also called the universe which means intact, can be either living or inanimate objects. Judging from the opinion above, the population used in this study were all students of class XI SMA Negeri 19 MBD. The sample is representative of the population to be studied, therefore in the implementation of the survey Arikunto (2006) also said that if the subject is less than 100 then all subjects must be taken as a sample. if the subject is large the researcher should take 10-15% or 20-25% or more. While the population of class XI SMA N 19 MBD is less than 100, the author has taken the entire population as a sample and collect data. It is a tool for observing or measuring, documenting important quantitative data (Creswell, 2012). The questionnaire used as an instrument in this study as Creswell (2012) states that the questionnaire is the form used in the survey design by participants in completing the research and returned to the researcher. Furthermore, researchers in this study used a Likert Scale questionnaire where students must answer closed questions. The authors provided a questionnaire consisting of 16 questions. Formula from Sugjyono (2008) which will analyze the questionnaire explained as follows:

$$P=f/N \times 100\%$$

Words:

P = Percentage

f = The number of students who choose each answer choice for each statement

N = Number of students

100% = Constant Value

This formula is used to calculate student answers from the questionnaire. Then, the researcher will interpret the data into percentages.

3. Discussion

3.1 Kinds of Speaking Activities in English Class

In the process of learning English at SMA N 19 MBD, the teacher has taught speaking skills by doing several activities in class to train students to be able to actively speak in English. In this study, the researcher found that from 30 respondents, 50% of students always carried out group discussion activities in class and the other 50% often did these activities, then students also did role play activities in class. The results show that 43% of respondents always do this activity, 37% often and 20% sometimes do this activity. An unusual thing has also been done in this class, namely the activity of describing a picture in English. The results show that 33.4% of respondents carry out these activities in class and 50% often while 16.7% sometimes do these activities. In addition, the researcher found that 50% of respondents spoke in English in class during the lesson and 23.4% often spoke also using English while 26.6% of respondents sometimes used English while studying these subjects. In the process of teaching and learning English the teacher has also conducted question and answer activities to students to train them in speaking English. The results found are 77% of respondents always do this and 23.4% often do it while 15.6% sometimes do it. To train speaking and also courage and confidence the teacher usually asks students to present their work in front of the class, the researcher found that 40% of students always do these activities, 37% often, 24% sometimes and 33.4% rarely do these activities. In addition to the presentation of learning outcomes in class, there are also

speech activities that can increase students' courage and confidence in pronouncing and speaking English. 40% always do it, 37% of respondents often do it 24% while 33% rarely do it.

Table 3.1

Kind of speaking Learning Activities in the classroom

No	Statements	Scale Regulation Emotion				
		1	2	3	4	5
1	Frequency of group discussion activities in class				50%	50%
2	Frequency of Role Play activities in class			20%	37%	43%
3	Frequency of describing pictures in class			16,7%	50%	33,4%
4	Frequency of speaking English in class			26,6%	23,4%	50%
5	Frequency of question-and-answer activities in class			15,6%	23,4%	77%
6	Frequency of class presentation activities		33,4%	24%	37%	40%

The results of this section imply that the more dominant activity carried out in speaking activities in learning English in class XI is the teacher's question and answer activities and group discussion to make students more active in class, not only monotonous to the teacher and train them in speaking English.

3.2 Students' Perception of Speaking activities in English class

Respondents' perceptions of the class itself varied. It was found that 80% strongly agree and 20% agree that speaking is one of the important aspects in learning English. In the process of

learning to speak there are several activities carried out in the classroom, namely group discussion activities can improve speaking skills, 70% strongly agree, 27% agree while 3.4% strongly disagree with this statement then there is also role play can help motivate students to practice their speaking skills the results are 40% strongly agree, 30% agree while 30% disagree. In addition, the teacher also uses pictures in the speaking learning process to make it more interesting and fun, the results of this activity are 70% strongly agree and 30%. English speaking activities in class also greatly affect speaking skills in improving students' speaking skills, the results are 60% strongly agree and 40% agree. Teachers also use do The question and answer activity in class aims to improve speaking skills 43.4% strongly agree and 57% agree, three important things that must be considered in speaking are speaking requires correct vocabulary, pronunciation and grammar the results found 50% strongly agree 50 % agree in learning speaking also students make presentations of their learning outcomes to be able to improve speaking skills and also self-confidence 80% strongly agree 20% agree and the purpose of Mastering speaking English is to understand what is being explained/delivered by the teacher in English class 63, 4% strongly agree 63.4% agree and 6.7% disagree

Table 3.2

students' Perception of Speaking activities in English class

No	Statements	Scale Likert			
		1	2	3	4
7	Speaking is one of the important aspects			20%	80%
8	Group discussion activities can improve speaking	3,4%		27%	70%

	skills.				
9	Role play can help motivate students to learn speaking		30%	30%	40%
10	Speaking English activities in class can improve students' speaking skills			30%	70%
11	Speaking English activities in class can improve students' speaking skill			40%	60%
12	Question and answer activities in class can improve speaking skills			57%	43,4%
13	Speaking requires correct mastery of Vocabulary, Pronunciation, Grammar			50%	50%
14	Presentation of learning outcomes can improve speaking skills and also self-confidence			20%	80%
15	Mastery speaking English to understand what teachers convey in class		6,7%	63,4%	63,4%

4. Conclusion

The results of the research of class XI students of SMA N 19 MBD showed that there were several speaking activities carried out in English class, while the more dominant activities carried out in class were group discussions and teacher question and answer activities to students. These activities can help students to practice speaking, courage, and self-confidence, while students' perceptions of speaking activities in English classes are that most of the XI class students of SMA N 19 MBD consider speaking important in learning English as a foreign language, students

feel that mastering speaking help them to be able to interact with others and be able to engage in all kinds of talking. Learning Activities, through all these findings, it can be concluded that the students of class XI SMA 19 MBD gave a positive perception of learning to speak in the speaking class.

5. Suggestion

➤ Teacher.

In learning English, especially speaking, teachers are expected to provide opportunities for students to be able to train and improve speaking skills and motivate them to be more active in the teaching and learning process. The teacher can also apply the English day every designated day once a week or more to carry out the English day activity itself.

➤ Students:

In learning to speak in English class, students are expected to be able to use the available opportunities as well as possible to practice speaking skills, students can also make 1 small book to write down every new word they get every day to increase their vocabulary. In addition, students are expected to practice speaking with their partners in everyday life so that they are accustomed to interacting with other people and are not ashamed to speak English in front of others.

REFERENCES

Adipranata, S, M, I, Y (2009) *students' perceptions of the use of Role Play Techniques in speaking classes at the English Education Study Program*, Sanata Dharma University.

Arikunto, S. (2006). *Procedure Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta

Bhaskar, C.V., & Soundiraraj, S. (2013). A study on change in the attitude of students towards English Language Learning. *English language teaching*, 6(5), 111-116

Creswell, (2021) *Instrument of research, questionnaire*

Fikri, S (2018) *Student Perceptions of Speaking Practice at English Week*, Modern Islamic Boarding School Misbahul Ulum Lhokseumawe.

Kusrini, E. (2012). Teaching speaking for senior high school students using cooperative Learning "Think pair share". *Aktif*, 18(3)

Silaen, (2018) *Metode penelitian kuantitatif* Jurnal

Sugiyono, (2011), (2017) *Jurnal dan Ilmu Riset*

Zamroni, M., Indriati, A., & Ummatin, K. (2013). *Studi Persepsi, Interpretasi, dan Persepsi Khalayak Terhadap Muatan Dakwah Televisi Indonesia*. *Al'Adalah*, 20(1).