

ENGLISH SPEAKING MASTERY OF PARE GRADUATES IN BUMIAYU

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Abstract

The purpose of this research is to analyze the speaking mastery of Pare graduates in Bumiayu. The source of data is Pare graduating students in Bumiayu. There are fifteen respondents from speaking course in Pare English village. The writers analyze their speaking skill that covers fluency, comprehensibility, and accuracy which consist of vocabulary, pronunciation and grammar. The writers use speaking theory from Heaton (1988). The writers apply descriptive qualitative design as the method. The writers use four steps to analyze the data. They are identifying, analyzing the accuracy, fluency and comprehensibility, describing the data by the table, and concluding the findings. The result of speaking mastery of Pare graduates

in Bumiayu is there is no respondent classified as excellent. Meanwhile twenty seven percent respondents are classified as good, then thirty three percent respondents are classified as average, and forty percent respondents are classified as poor, while there is no respondent is classified as very poor. The writers conclude that how long the respondents have studied in Pare does not affect the students' speaking mastery. There are some of them who have poor mastery even though they have been more than three months studying in Pare, and there are also those who have good mastery even though they have only studied for one month in Pare.

Keywords: English Speaking Mastery, Pare Graduates in Bumiayu

A. Introduction

English is a language that is demanded by many people from around the world because it is an international language and it is very important for all people. Foreign people use English language as their communication language to speak with people from various countries, and some of them try to master speaking skill well. Besides speaking, there are three other language skills, such as reading, listening, and writing.

One of English language skills is speaking that requires a lot of practice in the learning process. It is something needed and can facilitate a person in communication. The main goal of someone learning English is he/she can speak English well because a person's benchmark in mastering English is from how they can communicate by using English.

Bumiayu has several places that can be an option for people around Bumiayu who want to learn English. However, many people in Bumiayu choose

to study in other courses outside Bumiayu area to improve their speaking ability. One of them is a place located in Pare Kediri, East Java, which is called as the Pare English Village. People think that the place is good and they can make use of the place to practice speaking English fluently.

Pare is a village that has many English courses so it is called as English village well known as the best place for learning English. Many people from various regions are interested in studying in that place as well as the Bumiayu students who also choose to study there to improve their language skills such as speaking.

The relationship between Pare graduating students and the speaking mastery is that they have studied the English skills such as practicing speaking at Pare. Speaking is one of the skills that can be analyzed by identifying its accuracy, fluency, and comprehensibility.

B. Literature Review

According to Fulcher (2004: 23), speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable.

Speaking is definitely not writing that we say aloud. It is greatly conditioned by time factor. It involves language produced spontaneously with false start, repetition, self-correction and, under normal circumstances, it disappears, leaving no record but traces in memory (Jorda, 2002: 51).

Bygate (1987: 5) in Jorda (2002: 51) points out that speaking involves two different types of skill basic. Low level motor-perspective skill comprises how to produce phonemes or use irregular verb forms,

and the decisions and strategies used in communication such as what to say, how to say it (considering the conditioning factors of the context, an area dealt with in pragmatics) and what to do if problems arise in order to negotiate meaning.

There are three components of speaking skill introduced by Heaton (1988: 100), which are:

1. Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary, and grammar.

a. Pronunciation

According to Alexander et al. (1998: 830), pronunciation is the way in which a language or word particular is pronounced. Marting Hewings in Riadh (2011:21) says that English pronunciation refers to stress and accent by the speaker.

b. Vocabulary

When speaking the language, the speaker conveys words based on his mind. Words are means of communication. Literally, word has meaning that is used in a certain proper context. Vocabulary is total number of words which (with rules for combining them) make up a language. It consists of content word: noun, verb, and adjective, function words such as preposition, article, and pronoun.

c. Grammar

Grammar is one of the major language components. It pertains to sentence and word. It figures the categories such as a noun, subject,

imperative clause, and so on. Besides, Littlewood in Amin (2006: 23) states three meanings of grammar: the basic way where a language is put together, an explanation or description of the way language is put together, and some rules about talking and writing properly.

2. Fluency

Fluency is the ability to produce communicative language although it is not in perfect utterances but in continuous speech and smooth. Accuracy is the state of being correct or exact and without error, especially as result of careful effort.

3. Comprehensibility

Comprehensibility is the process of understanding of the utterances send by the speaker done by the listener. Moreover, comprehensibility in speaking means that people can understand what we say and we can understand what they say.

C. Method of Investigation

The writers apply descriptive qualitative design. The data source in this research is speaking recording taken from Pare graduates in Bumiayu. In collecting data, the writers use questionnaire and documentation method since the data are taken from the students of Pare graduates in Bumiayu. The writers implement record technique where the writers only act as the observers. To analyze the data, the writers use the steps taken in analyzing the data, which are: identifying the data, analyzing the fluency, accuracy, and comprehensibility, describing the data, concluding the findings.

D. Findings and Discussion

The analysis is presented by the identification of speaking recording from each respondent calculated of accuracy, fluency, comprehensibility. In addition, the writers apply accuracy, fluency, comprehensibility to analyse 15 speaking recording from each respondent.

1. Accuracy Assessment

The assessment covers pronunciation, vocabulary, and grammar.

a. Pronunciation Assessment

The pronunciation assessment shows that there is no respondent who has excellent mastery, 40% respondents have good mastery, 53% respondents have average mastery, 7% respondent have poor mastery, and there is no respondent who has very poor mastery in pronunciation assessment.

b. Vocabulary Assessment

The vocabulary assessment shows that there is no respondent who has excellent mastery, 80% respondents have good mastery, 13% respondents have average mastery, 7% respondents have poor mastery, and there is no respondent who has very poor mastery in vocabulary assessment.

c. Grammar Assessment

The grammar assessment shows that there is no respondent who excellent mastery, 60% respondents have good mastery, 33% respondents have average mastery, 7% respondents have poor mastery, and there is no respondent who has very poor mastery in grammar assessment.

2. Fluency Assessment

The analysis of fluency assessment shows that there is no respondent who has excellent mastery, 47% respondents have good mastery, 40% respondent have average mastery, 13% respondents have poor mastery, and there is no respondent who has very poor mastery in fluency assessment.

3. Comprehensibility Assessment

The comprehensibility assessment shows that there is no respondent who has excellent mastery, 47% respondents have good mastery, 40% respondents have average mastery, 13% respondents have poor mastery, and there is no respondent who has very poor mastery in comprehensibility assessment.

E. Conclusion

Having analyzed the data, the writers find that speaking mastery of Pare graduating students can be classified as: 0% respondent is classified as excellent, 27% respondents are classified as good, 33% respondents are classified mastery as average, 40% respondents are classified mastery as poor and 0% respondent is classified as very poor. The writers conclude that how long the respondents have studied in Pare does not affect the students' speaking mastery. There are some of them who have poor mastery even though it has been more than three months studying in Pare, and there are also those who have good mastery even though only study for one month in Pare.

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