

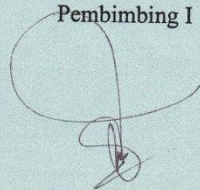
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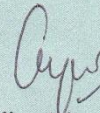
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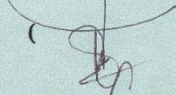
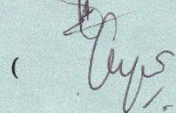
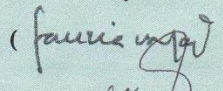
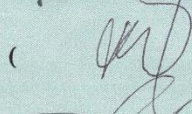
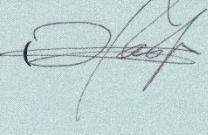
Fakultas Bahasa dan Seni

**AN ANALYSIS OF STUDENTS' ACCURACY LEVEL IN SPEAKING DURING
MICROTEACHING COURSE AT ENGLISH DEPARTMENT OF UNIVERSITAS
NEGERI PADANG**

Padang, Februari 2014

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ABSTRAK

Fitria, Elda. 2013. “An Analysis Of Students’ Accuracy Level in Speaking during Micro Teaching Course at English Department of Universitas Negeri Padang”. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat tingkat keakuratan keterampilan berbicara siswa didalam mengajar dengan berbahasa Inggris. Ada tiga aspek dari sebuah rubrik yang digunakan yaitu *grammar*, *pronunciation*, dan *vocabulary*.

Populasi dan sampel dari penelitian ini adalah mahasiswa yang terdaftar ditahun 2010 dan sedang mengambil mata kuliah Microteaching. Sampel penelitian ini adalah sebanyak 16 mahasiswa yang dipilih dengan menggunakan teknik cluster sampling. Instrumen yang dipakai dalam penelitian ini adalah tape perekam. Semua aktivitas yang terjadi didalam kelas direkam menggunakan tape perekam. Hasil rekaman dianalisis oleh seorang penutur asli dengan merujuk pada tiga aspek yang telah disebutkan sebelumnya. Data dari penelitian berupa skor rata-rata yang diambil dari jumlah nilai bahasa siswa dengan menggunakan ketiga aspek. Berdasarkan hasil penelitian, ditemukan bahwa tingkat keakuratan keterampilan berbicara siswa didalam mengajar dengan berbahasa Inggris berada pada level 3 atau tingkat sedang.

Kata Kunci: Akurasi, Tingkat Keakuratan, Bahasa Kelas, Micro Teaching

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is learned as a foreign language and becomes a compulsory subject from elementary up to college. In general, the objective of learning English is to enable students to communicate in English. To reach the objective, the students have to master speaking and writing skill. Through speaking and writing, people can know whether they are good speakers or not. In speaking, people can know their ability directly from the listeners, neither do writing.

A good speaker is a speaker who can combine two important elements while they are speaking. A good speaking is speaking which is balanced between those important elements, fluency and accuracy. Fluency means that the ability of people in speaking are able to communicate to other without having to stop and think too much about what they are going to say. On the other hand, accuracy means that the ability of people in speaking are able to communicate to other without errors of grammar and vocabulary.

In addition, many learners do not only have to focus on speaking fluently, but also focus on speaking accurately. There is an importance of speaking accuracy. In making a conversation, speakers have to pay attention to their language. They have to make sentences without error of grammar, pronunciation, and vocabulary in order to make listeners get the message

clearly. They both can get misunderstanding and misinterpretation if they ignore the speaking accuracy in their speaking.

When the speakers are teachers and the listeners are students, the teachers are expected to act as good models for their students in the class. They have to pay attention more to the language. Their language must be fluent and accurate in order to make students understand what they say.

Because of the importance of speaking accuracy above, the English Department of Universitas Negeri Padang sets speaking as some of the subjects in the curriculum. They are speaking 1, speaking 2, and public speaking. These subjects are taken by the students at different semesters. Speaking 1 is offered in the second semester, Speaking 2 is offered in the third semester, and Public Speaking is offered in the fourth semester. By taking these three subjects, the students are expected to be good in speaking, both in fluency and accuracy.

Moreover, the students have also to take Microteaching course after that where they have to practice their speaking ability simultaneously. In Microteaching students do not only have to speak, but also learn how to teach the language. That is why they have to take Microteaching where they practice how to teach. In this subject, students are expected to be good in speaking because they will be teachers later. In fact, based on the researcher's observation when she was in her Microteaching class, there were some problems faced by the students in speaking. *First*, they found it difficult in arranging words in order to produce a good sentence with the correct

grammar. *Second*, they had some problems in pronouncing words. *Last*, they also had some problems in choosing words in their speaking. Consequently, these problems affect their speaking accuracy. The result of their accuracy in speaking is still far from accurate while they had taken the Speaking 1, Speaking 2, and Public Speaking subject.

Grammar, vocabulary and pronunciation play important roles in speaking. If a speaker does not understand grammar, vocabulary and pronunciation, there will be a problem for her to convey the meaning clearly, and consequently the listener will have a difficulty in understanding what the speaker says. Consequently, the result of the communication will be bad and may be confusing. It is hard to be understood by the listener.

According to the arguments above, it is interesting and important to analyze the speaking accuracy of the students. This research was intended to find out the English Department students' speaking accuracy, especially in Microteaching. This research was expected to give a lot of information to the lecturers about the students' speaking accuracy. Hopefully, the lecturers can use the result to develop students speaking skill in teaching especially in Microteaching.

B. Identification of the Problem

Referring to the background of the problem, there are actually several problems faced by the Micro-teaching course students regarding accuracy. *First*, they had problem in arranging words in order to produce a good

sentence in correct grammar. *Second*, they had some problems in pronouncing words. *Last*, they had some problems in choosing of words in their speaking. As the result, their speaking accuracy was bad. All the problems above accomodated in speaking accuracy to be analyzed in order to see the English Department Students' speaking accuracy.

C. Limitation of the Problem

The problem of this research was limited to the analysis of the accuracy level of the students at English Department of the UNP Padang.

D. Formulation of the Problem

The problem of this research was formulated in this following question: "What is the accuracy level of the students in micro-teaching course at the English Department of UNP?"

E. Research Questions

The problem in this research could be explained to the following question:

1. What is the level of the students' grammar accuracy?
2. What is the level of the students' pronunciation accuracy?
3. What is the level of the students' vocabulary accuracy?

F. Purpose of the Research

The purpose of this research was to analyze the accuracy level of the students' speaking during microteaching course.

G. Significance of the Research

This research would contribute both practical and theoretical contribution. *First*, practical contribution, this research would contribute to lectures, learners and researcher. For lecturers, they would get information about the accuracy level of the students and know what are their students' problem in speaking. For learners, this research would make them aware and think again about how to improve their ability to this very important element in speaking. For the researcher, this research not only gave valuable comprehension on the problems and the reasons behind the problems but also gave valuable knowledge and experience to her. *Second*, theoretical contribution, it is expected that this research gives information and explanation about the level of speaking accuracy of the students in microteaching course of UNP English Department. The data and information got could be used as the basic consideration in improving their English ability.

H. Definition of Key Terms

1. Accuracy: the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language

2. Accuracy level: grading system which explain speaker's accuracy whether he or she belongs to accurate speaker, good speaker, innaccurate, or any other measures.
3. Classroom language: all language said in the class by the teacher including the teacher's language in explaining the lesson, manage the classroom and giving instruction to their students.
4. Microteaching course: a course which is aimed at providing students with opportunities to practice teaching English as a Foreign Language at micro scope.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Speaking is an oral skill which has function to transfer something in mind to others, being know how one feels, what one knows and what one thinks. Through speaking people are able to communicate in order to keep relation each other. Bailey (2003:53) states that speaking is the productive aural / oral skill that includes producing, systematic verbal utterances to convey meaning. Furthermore, Brown (2004:78) states that speaking is a productive skill where it usually happens in face to face communication whether in a part of conversation or in other verbal communication.

In addition, Florez in Bailey (2003:124) states that speaking is an interactive process of constructing meaning which occupy producing and receiving and processing information. Thus, in speaking people do not just sounding, but also create meaning, information, knowledge, and ideas in each group of sound (word) they produced. Similarly, Chaney in Susanti (2007:6) writes that speaking is the process of building and sharing meaning by using verbal and non-verbal symbols, in varied situation.

Besides, Nunan (2003:15) says that speaking is the productive oral skill that consits of producing systematic verbal utterance to convey a meaning. He adds that in order to get meaningful conversation, the

speakers must pay attention to the component of language including pronunciation, grammar, vocabulary, fluency and comprehension. it means that a speaker have to manage the five language components and know how to use them accurately to make a good comprehension for the listener. Hedge (2000:261) has the same opinion that speaking can be developed by combining knowledge of grammar, vocabulary, functional language and communicative skill. It means that in order to deliver message when someone speaks, it is important to a speaker to combine the four components that is grammar, vocabulary, language use and communicative skill.

Harris (1974:81) states that there are 5 components that influence someone's speaking ability, generally in the analysis of the speech process; pronunciation, grammar, vocabulary, fluency, and comprehension which pronunciation, grammar, vocabulary, and comprehension are included to accuracy.

From those definitions above, it can be concluded that speaking is an oral activity producing a meaningful sound which brings some certain messages, whether it is an idea, feeling or opinion to the receiver. Besides, speaking is the interaction activity between the speaker and the listener, of course to make good understanding on what the conversation or monolog about, the speaker must use good speaking skill-vocabulary, grammar, pronunciation, fluency and comprehension in correct way.

B. The Concept of Accuracy

Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, and discourse features of a language (Bryne, 1988:54). Some people wonder why there is a need to have grammatical accuracy in English, when even some native speakers allow grammatical mistakes themselves in speaking. Native speakers may say what they want without considering many aspects of grammatical of the language. If they get difficulty in expressing ideas or opinion, they only use other ways of saying those things. It means the mistakes do not change the meaning of the sentences they want to deliver and the listener will understand the message delivered.

If a student speaks accurately, he or she is able to construct sentences and longer stretches of language that follow acceptable rules of usage. Parrot (2002:64) describes accuracy is the ability of students in using appropriate grammar vocabularies and phonology in their speaking. In general, accuracy is related to the way of students in mastering word order and omission, pronouns and relative clauses, tenses, prepositions, produces correct sentences in pronunciation, and other grammar rules, so their speaking can be understood by others easily.

Therefore, it is not only teachers help students to produce correct form in English, it is also important that they also help themselves to get their communicative intent as effectively as possible in all situations. That is why the teacher has to teach the four components to students in conducting their speaking.

In summary, accuracy in the speaking includes the correct of grammar, vocabulary, and pronunciation as a part of learning language in English. The speaker must process and produce comprehensible information to minimize errors. This requires the speaker to generate speech that is acceptable in both content and form. The role of accuracy in a speaking is created by the teacher's providing opportunities for learners to engage in natural interaction in conversation through the use of communicative tasks and activities. Whenever learners are involved in communication they concern with accuracy in that they are making the best use of their language system to meet the communicative demands placed upon it.

To reach an accuracy language, there are three aspects should be considered in speaking. The speaker must accurate in using of grammar, vocabulary and pronunciation.

1. The Correct of Grammar in Speaking

Ur (2000:4) views grammar as the way a language manipulates and combines words in order to form longer units of meaning, and Thornbury (2001:10) sees grammar from the view that it deals with a description of the rules that govern how a language's sentences are formed. In addition, Weaver (2008:12) defines grammar is the structural elements and patterns of a language regardless of whether anyone is conscious of them, the rules that make a sentence not just a random string of words but a structure capable of communicating meaning.

On the other hand, most of non-native speaker tend to make mistakes that often change the meaning of sentences they want to express,

and thus it will create a misunderstanding. That is exactly the reason why non-native speakers have to study grammar more than native speakers. For example, my neighbor has childrens. As we know children is already in the plural form, so there is no need add “s”. Another example is there are three chickens in the garden. Some nouns such as chicken or sheep have the same form in the singular as in the plural. So, those are some common mistakes in using nouns in grammar.

Purpura (2004:174) suggests that people need to view grammar in its broadest sense as including everything speakers know about their language – the sound system (phonology), the system of meanings (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax) as well as an appreciation of vocabulary.

Furthermore, Alderson and Bachman (2004:22) say that grammar provides information about how language is organized and offer relatively accessible ways of describing complex. Moreover, Nunan (2005:3) says that grammar is how words are formed (morphology) and how words are combined (syntax).

In conclusion, based on the definitions above, the meaning is quite the same each other. The grammar is a way or rules to organize words and other language elements in making sentence that brings the meaning in the sentence. The grammar also talks about whether the sentence is acceptable or not, and talks about how a word change into another word. Then, accuracy in grammar of students speaking must be noted too much, because students tend to translate, breakdown sentences and look at the sentence from the different angles to minimize so the results is bad. The

listeners can not understand what the speaker says so that the language can not reach its purpose such as effectively communicate ideas and information.

2. The Received Pronunciation in Speaking

Dimitrova states that Received pronunciation or RP (where “Received” is interpreted as meaning “generally accepted”). It is regarded as the appropriate pronunciation model to be used in teaching English as a foreign language in those parts of the world where British rather than American English is traditionally taught.

In addition, wikipedia (1974) states that received pronunciation (RP) is the standard English in England, with a relationship to regional accents similar to the relationship in other European languages between their standard varieties and their regional forms.

Based on the statements above, it can be concluded that pronunciation is the important thing must accepted that people notice when you are speaking English. As we know, pronunciation deals with the sound of language and affects the communication, so that the people will more focus to the way of our expression in speaking a word, especially a way that is accepted or generally understood.

3. The Use of Vocabulary Appropriately in Speaking

Hocket (1958 in Nunan: 2000) argues that vocabulary was the easiest aspects of a second language to learn and that it hardly required formal attention in the classroom. Proponent of this, Krashen and Terrell (1983 in Nunan: 2000) point out that in the early stages of learning and using a second language one is better served by vocabulary than grammar.

Haris (1979:81-82) says that vocabulary in speaking is related to write as a productive skill as same as the speaking. Students must use appropriate words in speaking as the accurately vocabulary.

Rivers (1983 in Nunan: 2000) has also argued that the acquisition of an adequate vocabulary is essential for succesful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In conclusion, the status of vocabulary in learning the foreign or second language has a big precentage.

In addition, Cruse (2000:87) defines vocabulary as a list of words taht have meaning. Each word has certain meaning to give meaningful communication. McCarthy and Norbert (2000:40) add that vocabulary focuses on words as the primary unit. It means that to produce a language, someone should have sufficient vocabulary.

From the opinion above, it can be concluded that vocabulary as a basic unit of a language that should be mastered by speakers when they speak. By acquiring sufficient vocabulary, a students can acquire the language well to use the vocabulary accurately and express and communicate their ideas effectively.

In summary, accuracy in speaking includes the control of grammar, vocabulary and pronunciation as a part of learning language in English. The speakers must process and produce comprehensible information to minimize errors. This requires the speaker to generate speech that is acceptable in both content and form.

C. The Aspects of the Rubric for Scoring Speaking Accuracy

There are three aspects from a rubric used in this research. They are pronunciation, grammar and vocabulary. The ranges of score used in this study are 1-5 (see appendix 1). Below is the explanation about all of the indicators used in this study:

a. Grammar

Klammer (2000:3) sees grammar as the process of arranging words into the meaningful pattern. The arrangement of the words will give meaning based on the choice of words. Because of that, people need to arrange the words correctly in order to produce a meaningful sentence. If the arrangement is not good, it will be meaningless. It means that grammar also has a great important role because it can influence the process of communication. The speakers will have problem to construct their idea and the listener will get misunderstanding about what it is about.

b. Pronunciation

Having good pronunciation is very important for students because it is a part of speaking skill and a component which can help them to develop their speaking skill. It needs to be integrated with communicative activities. Brown (2001:283) states that pronunciation is a key to gaining full communicative competence. According to Goodwin (2001:117), pronunciation instruction focuses on stress and intonation. It means that

there are two important components in pronunciation; each of the students has to consider their stress and intonation in pronouncing words.

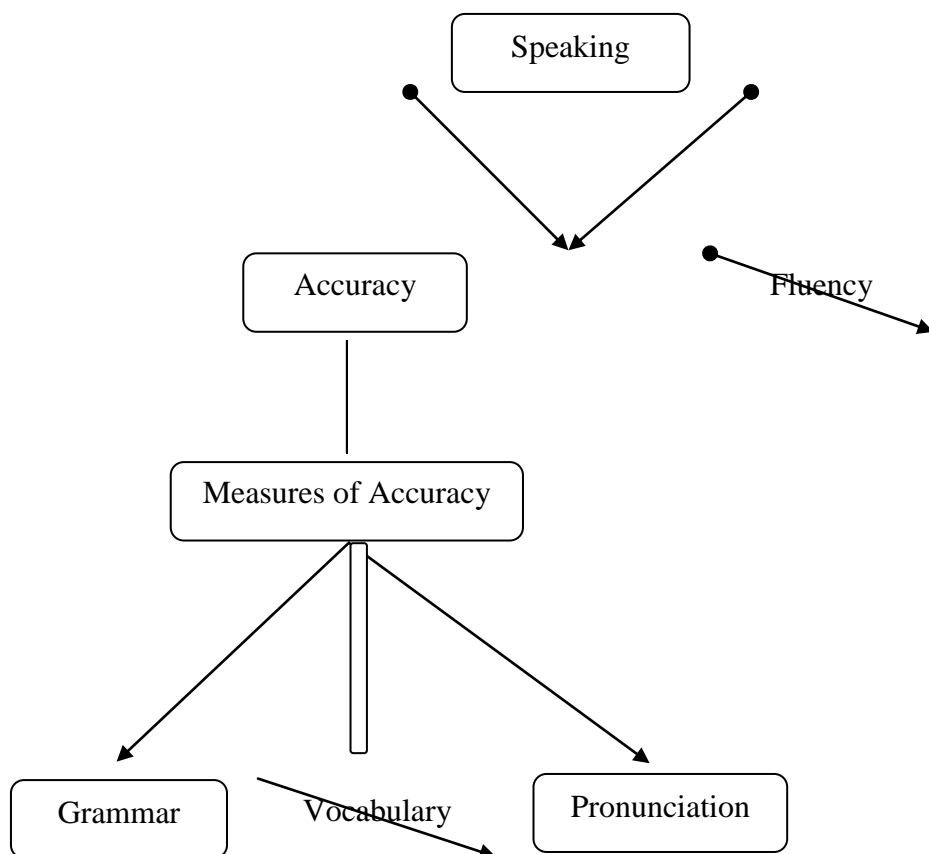
c. Vocabulary

To use the target language well, vocabulary mastery of students in learning language is also very important. Richard (in Schmitt, 2000:67) states that vocabulary is one of the most important aspects of the foreign learning. Wei (2007:1) states that vocabulary is considered very crucial in the process of receipting and producing language. If the students have lack of vocabulary mastery, it must be hard for them in understanding other people and express their ideas.

Based on the statements above, it can be conclude that grammar, pronunciation and vocabulary are important thing that people notice when they are speaking English. Therefore, the researcher decided to use pronunciation, grammar, and vocabulary as the components to measure the students' accuracy level in speaking in microteaching class.

D. The Conceptual Framework

Having a good speaking accuracy skill is one of the things that expected from the third year students in order to have a good ability in oral communication. This research tries to find out their speaking accuracy level. In carrying out this research, the concept is as seen in the following figure:



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, generally the researcher could conclude that the students' accuracy level in speaking is average accuracy. It can be seen from the sixteen students, there were three students who got good accuracy, ten students got average and three students got poor accuracy. From the three various of students' score, it means that the students have different and various problems in their speaking.

B. Suggestion

1. For the Lecturers

Referring to the result from this research, it is found that the students haven't mastered the certain aspect in grammar, the researcher suggests to the English Department to develop syllabus of the grammar unit course to reemphasize that it is not only important for the teaching process, but also in the use of the grammar itself especially in speaking. In other words, the lecturer should not explain the material only, but also to be followed by practices. This is suggested for both the writing practice and oral practice. Through those practices, the students's ability in written and oral can be better than before.

In the Speaking and Pronunciation unit course especially, it is better when the students to get more practice than theory. The practice will help

them increase their ability in speaking directly. It is hoped that the students can practice more and more on how to pronounce acceptable words and also to choose the appropriate words in producing sentences in speaking.

2. For the Students

The students should learn more and have many practices about the use of correct grammar, pronounce the word by using Received Pronunciation, and choose the appropriate word in producing a sentence. Furthermore, the students should tell the lecturer if they do not understand about the correct grammar, the pronunciation of words by using Received Pronunciation, and choice of the appropriate word in producing a sentence. So, the lecturer could explain the materials. In addition, they also can ask their friends who understand well to help them in understanding.

3. For the Next Researcher

Because of the limited time, the researcher only analyzed the students' accuracy in speaking by using correct grammar, pronouncing the word by using Received Pronunciation, and choosing the appropriate word in producing a sentence. It is also needed to analyze the problems faced by the students and when they speak and try to use correct grammar, to pronounce the word by using Received Pronunciation, and to choose the appropriate word in produce a sentence in their speaking. In addition, it is better also for the next researcher to analyze the causes which is the basic problem why the students do error in their speaking.

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