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AN ANALYSIS OF STUDENTS' SPEAKING ABILITY ON SPECIFIC PURPOSE OF LEARNING

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Annotation:

This article discusses student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form as well as there are some problems on teaching speaking during the teaching and learning process of English language.

Key words: speaking, integration, parts of speech, learning process, complex process, teaching process

Introduction

Learning a language requires a process, a process to know how to produce the language. There are some theories has explained how we learn the language.

Lightbown and Spada say that learning language is the result of imitation, practice, feedback on success and habit formation. That assumption is difference with Chomsky view. He said that learning the language as biological process. In this case, learning the language is the complex process the how to learn it. It is possible the human should learn the language continuously; it should be practiced every day or every time. Speaking the language such as English language is required in order to understand an English language. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.

Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use their own languages. Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. In this

case, speaking is a complex skill that involves the knowledge of sounds, structures, and vocabulary and culture subsystems of language. It means that speaking is the productive skill in using the language. So, speaking is an activity to produce the language to communicate among others in a group, society as a manifestation of one's language competence.

Main Part

There are some problems on teaching speaking during the teaching and learning process. According to Hughes, there are some proficiency descriptions of speaking English such as accent, grammar, vocabulary, fluency, and comprehension. So, the mistakes are made by the students in speaking language where they could not spell well the words and they were not suitable with grammatical rules, and less of vocabulary mastery and did not fluently.

The other problem, there are still students have negative paradigm of English. English as a foreign language is difficult to be learned, such as its written are different to be spelled. It makes them get lower motivation and did not enthusiasm to the teaching and learning.

Speaking

Furthermore, Brown points out some types of speaking:

1. Imitative Imitative means type of speaking performance is the ability to simply parrot back (imitate) word or phrase or possibly a sentence.

2. Intensive Intensive is a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements: intonations, stretch, rhythm, and juncture).

3. Responsive Responsive means interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive Interactive means that the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants.

5. Extensive Extensive oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Above types of speaking activities, the students specify will actually do with the input which forms the point of the departure for the learning task.

In this case, Thornbury suggests some criteria for speaking task in order to maximize opportunities and increase the chances that learners will experience autonomous language use. First, productivity, a speaking activity needs to be maximally language productive in order to provide the best condition for autonomous language use. Secondly, purposefulness, making sure that the speaking has a clear outcome, especially one which requires learners to work together to achieve a common purpose. Thirdly, interactivity, activities should require learners to take into account the effect they are having on their audience. Fourth, challenge, the task stretch the learners. Fifth, safety, the learners need to feel confident. Sixth, authenticity, speaking task also should have some relation to real life language use.

A test is a method of measuring person's ability or knowledge in a given domain. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance activity with the purpose of measuring the learners' attainment of specified criteria. However, assessment encompasses a much wider than tests. Whenever the students responds to a question, offers a comment, tries out a new word or structure, the teacher makes an assessment of the students' performance.

Brown elaborates five components the assessment of speaking skill concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency

a. Grammar. It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Vocabulary. Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.

c. Comprehension. It means how far students' ability to respond to oral communication. Students should be able to understand whatever the speakers say.

d. Pronunciation. Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency. Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

On the other hand, Thornbury divides the criteria of speaking test into four categories: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

a. Grammar and Vocabulary On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level.

b. Discourse Management Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

c. Pronunciation This refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, i.e. it refers to the

production of individual sounds, the appropriate of linking of words, and the use of the stress and intonation to convey the intended meaning.

d. Interactive communication This refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and the required speed and rhythm to fulfill the task requirements. Furthermore, Hughes gives a wide explanation in evaluating the speaking ability.

Those are as follows:

a. Accent It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation pattern. The listeners are supposed to play them well and correct.

b. Grammar Grammar has role in spoken and written language. To get a result in a good speaking ability, a student should obey the roles of grammar. In writing, a student can also find the grammar role in pronunciation, morphology and syntax.

c. Vocabulary Vocabulary is one of the linguistic factors in which it is the total number of words that make up the language. Vocabulary is very essential because the students can not speak more if they have a limited vocabulary.

d. Fluency We already know that one of good criteria in English speaking is being able to spoken English well and fluently. Speaking fluently here means the speed of speaking. However, speaking fast does not always means speaking correctly. Some can be said fluent in speaking if the students can say the words fluently with a good grammar with higher speed. English fluency of course make the students communicate their ideas, thought, and feeling easily in any situations.

e. Comprehension It meant that the minds or power of understanding. In speaking, the speaker and the listener must have good understanding, so that the comprehension for oral communication certainly requires a subject to respond the speech as well as to initiate it.

Conclusion

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. A type of speaking means that is reflects in the types of language which is used.

Bygate in Nunan suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative.

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