



**THE HIGH SPEAKING SCORE ACHIEVERS' PERCEPTION ON THEIR SPEAKING
SKILL DEVELOPMENT**

SKRIPSI

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**UNIVERSITY OF ISLAM MALANG
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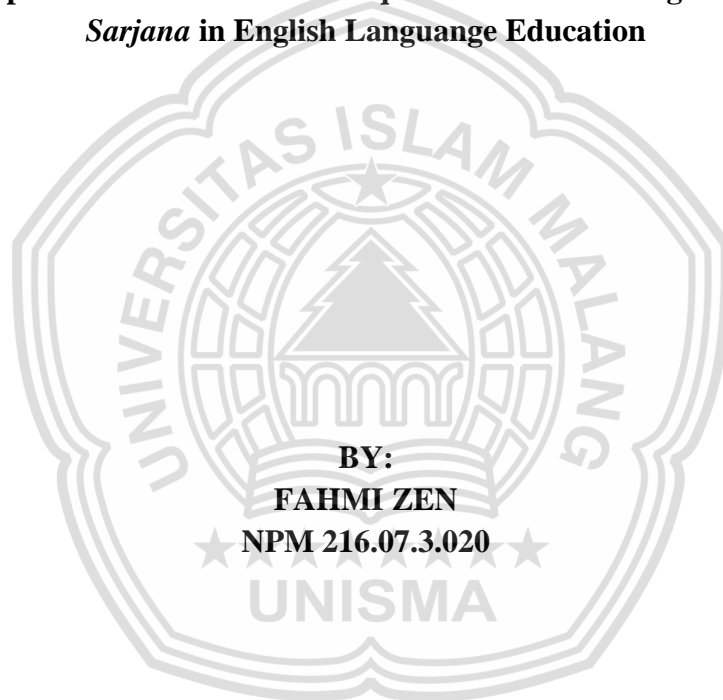
**THE HIGH SPEAKING SCORE ACHIEVERS' PERCEPTION ON THEIR SPEAKING
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ABSTRACT

Keywords: High Achievers, Perception, Speaking Skill, Development

This research presents the high speaking score achievers' perception on their speaking skill development. Language has four skills which are listening, speaking, reading and writing. Among these four skills speaking is the most frequently used that it gives higher prestige than any other language. Therefore, the researcher then conducted a research with the purpose to find the perception of high speaking score achievers perceptions on their development in the speaking context based on their experiences during the speaking classes taught. The specs were brought from the research about students' perception on EFL speaking skill development Nazara (2011)

This research used explanatory mixed quantitative and qualitative method. The 22 subjects are final-year students in English Department at Universitas Islam Malang. The subjects were final-year students whose speaking score are high. Online questionnaire and online interview were utilized as the methods of collecting data. The quantitative instruments used by the researcher were yes or no questions. The quantitative data were automatically analyzed in the google form and for the qualitative data were transcribed in detail then conclude it as the result.

The findings showed that the subjects were mostly perceived that their speaking mastery level is high. All of the subjects wanted to speaking English fluent and well; more than a half of them were willing to be a speaker in the seminar or in other program requiring speaking skill. For the opportunity and time for practicing in speaking and non-speaking classes were perceived appropriate. Materials and activities were given well and exiting while the facilities in the speaking classes were perceived less. Also, it is found that high achievers didn't interact with classmates and lecturers always in English; however, they didn't have matter barrier and climate

in the context of psychology and classroom. For the future researcher who wishes to conduct similar research, this study could also be used as a reference, but it is suggested to use newer instruments to conduct the study.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher describes the ideas as well as the reason for conducting this study. Those ideas and reasons were discussed in background of the study, research problems, the objective of the study, significance of the study, scope and limitations of the study, and the definition of the key terms.

1.1 Background of the Study

Language has four skills which are listening, speaking, reading and writing. Among these four skills speaking is the most frequently used that it gives higher prestige than any other language. It can't be denied that we use this skill much more than reading and writing (Bouaassria, 2015, p. 8). Speaking has been considered as a fundamental skill to be master along the history teaching and learning in reasons. Based on the Competence-based Curriculum, Speaking needs to be gained well as a basic competence (Saputra&Subekti, 2017, p. 1). The first reason is the method and researches have focused in major in language teaching researches and conferences. Second, Conversations, speaking course books, audios, videos are published continuously and massively. According to Bailey (2005) as the same as writing, Speaking referred as a productive activity which the language generated by the learner. This skill is not the same as the other three skills in language which the skill is used in real time or directly delivers by the speakers so they cannot revise and edit what is wanted to say as it

is done in writing. That is the reason why many people feel that this skill is the hardest skill than writing, reading and listening. Many of language learners views speaking is a measurement of knowing language. They represent the fluency is ability to communicate with other people and it's much important than other three skills (Nazara, 2011). Beside, learning speaking is very challenging for foreign language students because they have limited chance to use the target language outside the learning environment or classroom (Bailey, 2005, p. 54)

Talking about learning, learning has a strong connection with a perception which linked with motivational emotion. What we perceive influence so many factors because this world consists of so many kinds of energies in a various levels. Our knowledge comes through our sense organ which reacts to the energies. The process by what we receive and interpret kind of information around us is called as perception. The ways of our bodies are structured to receive and stimulate the process from the environment which also reflects our emotions, expectations, learning and needs. So that, the students and teachers' point of view about their perception of classroom activity is very significant points to create and design effective educational experiences. Classroom climate, the combined intellectual, emotional, physical and social environment affects students' motivation. If students don't perceive the environment is not that supportive and feel it hard, the motivation should be enhanced then (Afsaneh & Safoura, 2015, p.34).

Another important component that can't be separated in learning process influence the students in developing is the teacher. It does really give effect in

students because every teacher will have different way of teaching so it makes various perceptions on every student. According to Chun (2014) students have different perceptions to Native and Non-English Teachers for the strengths and the weaknesses. Those are clear examples of two different backgrounds of teachers. In the learning process teacher has significant role to make the classroom environment feel alive. According to Bailey (2005) many researches find that more than 50 percent teachers are dominating talk in class approximately; moreover, many research has demonstrated teacher-dominated is a type of unequal discourse. Teacher needs to limit their talk, and then give more opportunity to students to be more active in group work or pair work. It makes students are not really talking and practice the speaking as much as they can. That's why teacher should be aware of how important chance for students in class for developing their speaking skill (Bailey, 2005).

This is clearly enough to be known by the teachers that they need to know what is expected and should be regarded to students in making a significant result in the study. There are some finding about technic that are favored by the students in the classroom just like on study conducted in turkey by Kocaman & Balcioglu (2013), the students tend to choose pair work and group work in the course.

Learning languages need way or tools to make it easier to acquire and develop it. According to Bouassria (2015) good language learners need to use what they have got from the classroom to develop their speaking skill. Also, they

find the solutions of the problem with speaking and find the ways to solve it. The characteristic of the students are also influenced their process and progress in their learning; there must be different thing to do due to the characters of the students. The high achiever students have better habits, orientations and attitudes toward the study than the lower students (Sarwar et al, 2009). Based on study conducted by Raon (2002) it is revealed that the higher achievers were more motivated toward study and perceived academic learning as being useful than the lowers. These two characteristics of the students will always be very important to investigate in the context learning process as the different side of subjects which can help to improve the quality of the learning process.

Result of many studies have indicated that students' perception have a great roles in the language learning process. In the context of speaking classes, how the teachers or lecturers work with the students, how they motivate speech activities, and relate them to their personal interests and needs, are vital factors for the improvement of speech. Thus, in order to succeed speaking classes in English Department at University of Islam Malang, students' views need to be considered. Lecturers' awareness of students' belief in this context will surely

beneficial in designing the strategies and activities for the promotion of speaking skill. Especially those students whose speaking scores are high which is hoped that their motivations, perceptions, belief and experiences are better. So, it can be good information to help in succeeding the process of learning speaking.

Last, this study participated by final-year students who are high speaking score achievers in the speaking subject. Those are the criteria which made the differences with the previous studies.

1.2 Research Problem

Related to the background above, this study was conducted to reveal the several things related to speaking development of the L2 learners which the researcher is interested to conduct in this research. The concern of the researcher in this study was on the high speaking score achievers' who are final-year students in University of Islam Malang. The specific research questions for this study are:

1. What is the perception of the high speaking score achievers' on their speaking skill at English Department of UNISMA? ★★★★★
2. What are the high speaking score achievers' perception of classroom experiences they have at English Department of UNISMA?

1.3 Objectives of the Study

The purposes of this study were explained in some objectives:

1. To describe the high speaking score achievers' perception on their own speaking mastery level.

2. To describe the high achievers' classroom experiences in the speaking class based on their perception on the activity, facility, psychological barrier and eagerness to develop their speaking skill they had.

1.4 Scope and Limitation of the Study

This current research was held in University of Islam Malang which is participated by high speaking score achievers who are eight semester students at English Department. The focus in this research was on speaking skill development and the high achievers in speaking classes. This research was limited by the instruments which still used from similar research in 2011.

1.5 Significance of the Study

The researcher expected the result of this study will give beneficial information from various perceptions about the skill of speaking of the high speaking score achievers and their perception about the classroom practice experienced. It was also hoped that the result of this study can help the students who are learning English and help teacher in a learning process. Thus, the researcher gave the detail of the significance of the study below:

- a. English Language Teaching

This study was aimed to help EFL or non-EFL students to be a reference about what the higher speaking achievers perceive in developing their speaking skill; moreover, it was hoped to be the motivational information for both EFL and non-EFL students to be more enthusiastic in practicing speaking English. This research was provided to get the information about the perception about the activity held in class based on the participants' experiences. So, it would help the teacher to know what kind of thing that is needed to evaluate or even change. It gave more information about the successful student's preferences in speaking to do; also to make them good enough in speaking.

b. Body of knowledge

This research was hoped to be able to give educative information for the public readers about what high achieving students perceived in the developing English speaking skill and provide their point of view in the learning process they have experienced.

1.6 Definition of Key Terms

For the purposes of avoiding misunderstanding and misinterpretation, the researcher gave the definition of key terms that were used in this current study:

1. High Achievers

Based on 22 subjects of this study, the students who were first to the fourth speaking scores are dominated by A and B in speaking 1-4 which the scores converted into number and calculated the average from those four scores.

2. Perception

Perception was the way of understanding something which in this case is the way of understands or perceives their own speaking skill in what level they are; also to their classroom experiences.

3. Speaking skill

The ability to do speaking activity or oral communication well when they use in the daily life or in the learning activity was what the researcher mean in this research.

4. Development

In this study, development was the gradual growth or the progress that they have got during the learning activity and it can be felt or seen if there is something improved on them relating to something they have passed in the speaking classes including the treatments of the lecturers, materials, facilities, and the barriers during learning speaking.



CHAPTER 5

CONCLUSION AND SUGGESTION

Broadening the previous concept, this section elucidates the main points of this result of study (inference) and recommendations (suggestion). Those were designed to underline the outline of this research based on the findings previously.

1.1 Conclusion

According to the first finding of speaking skill, the majority of high achievers perceived that their speaking mastery levels were high yet there are still some of them felt that the speaking mastery level were low. The implication from those high achievers who perceived that the level of the speaking were low was about their self-assessment which might be not totally accurate. The researcher found that all of high achievers were willing to be able to speak fluently and well. However, to be a speaker in the seminar or other program requiring speaking skill, more than a half of them accepted that they would. As students' statements concluded in the interview section that it would be a big chance to improve speaking skill so that's why they were willing. The opportunity and time in the speaking and non-speaking classes were given enough based on the high achievers. However, most of them were hoping for more intensive use of English in non-speaking classes and they demanded for the time can be lengthened. Based on high achievers in this study, the materials and activities were given well and it was exiting to them. But, more than a half of them felt that the facilities were still inappropriate. High achievers didn't interact with lecturers and classmates always in English. It is implicated that the environment

that made by lecturers were still need to set in all English. Also, the high achievers didn't have significant problem with the psychological barriers such shy to speak to the lecturer or classmates.

1.2 Suggestions

In this part, the researcher provides the suggestions for the further researcher, students and lecturer.

5.2.1 Further Researchers

This study was conducted in the context of perception of final-year students who achieve better in speaking subject in English department. For Further researcher, the wider sample of high achieving students was good to make generalizations due to the wider research conducted to the subject, the better result will get

5.2.2 Students

The students are suggested to know about the ability in them in order to have better self-assessments which were needed in the context of learning. Also, it would support the development of learning process and progress.

5.2.3 Lecturers

The lecturers must consider the perception of the students in order to create better environment in the learning process. The intensive use of English in both speaking and non-speaking classes is suggested to provide.

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