An Analysis of Students' Speaking Ability in Role Playing *Dialogues of Guests Handling* at Vocational High School

Ulva Khairani[1], Rusdi[2], An Fauzia Rozani Syafei[3]
English Department
Faculty of Languages and Arts
State University of Padang
email: ulvakhairani@ymail.com

Abstract

This research aims to analyze students' speaking ability in role playong "Dialogues of guests handling" viewed from grammatical and lexical features. The design of this research is descriptive research. The populations of this research are the eleventh year of *Administrasi Perkantoran* students of SMKN 3 Padang. The sample of this research is get by using cluster sampling where the researcher chooses one class, that is XI AP 2 class. Data of this research are students' speaking ability in role playing dialogues of guests handling. The data are taken by giving speaking test in which the students are required to role play dialogues of guests handling. The result ot students' speaking ability viewed from grammatical features is 71,56 which classified into *very good*. The result ot students' speaking ability viewed from lexical features is 79,01 which classified into *very good*.

Key words: speaking ability, role playing, dialogues of guests handling, grammatical features, lexical features

A. INTRODUCTION

The ability of speaking is one essential skill that most of English language learners need to acquire first before the other language skills. Like the statement of Pawlak (2015), "speech comes before writing". In line with Pawlak, Turk (1985) explains that spoken language was the first form of communication among human beings. It comes long before written language. Hence, it is not doubtful that the importance of speaking skill is emphasized in every level of education from elementary to senior high school including vocational high school which to prepare students to get involved in the job markets right after their graduation.

The ability of speaking English is closely related to the success of the vocational school students in getting good job in the future since the most job markets require people who can communicate in English such as hotel industry, banks, or foreign-based companies. To be able to communicate internationally, people need the ability to speak English well. As the consequence, the ability to speak English well is emphasized in vocational school.

---

[1] Student of Language Teaching Program of FBS UNP graduated on March 2017
[2] Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang
[3] Co-advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

It cannot be denied that grammar and speaking is related to each other.Like what is stated by Luoma (2004), almost all speaking criteria make some reference to grammar. Furthermore, Hymes (in McNamara, 2000) stated that knowing a language is more than knowing its rules of grammar. Agree with Hymes, Luoma (2004) also stated that learners are seen to proceed from knowing a few structures toknowing more and more, from using simple structures to using morecomplex ones, and from making many errors to making few if any at all.

In speaking, the speaker has to present the correct grammar form in order to make her utterances understood. Harmer (2007) explains that sentences depend on putting a number of elements in the correct order. The elements of grammar (i.e. subject, verb, object/complement, and adverbial) have to go in the right order for the sentence to work.

In fact, spoken grammar is generally different from written grammar. In written form, one tends to serve a well-constructed sentences based on the correct grammatical rules. On the other hand, when one speaks, utterances may be spoken without considering the grammatical rules. As clarified by Nunan (2005), the difference of spoken and written grammar happens due to the fact that written language has evolved to serve different functions from spoken language. It exists to convey information through time and space, and therefore it has to be more self-contained than spoken language.

Lexical is the other important features in speaking besides of grammatical features. The using of appropriate lexical will lead to the success of conveying meaning from the speakers to the listeners. Moreover, Thornbury (1995) clarifies that spoken language has a relatively high proportion of words and expressions that express the speakers' attitude (stance) to what is being said.

The importance of the analysis of lexical in speaking activity has been a concern. As Thornbury (2002) tells that sometimes it is necessary to analyze learners' vocabulary.

On the contrary, the poor of lexical features usage of a speaker can lead to the difficulties to convey utterances. This is in line with Kreidler (1997); differences of vocabulary can lead to misunderstanding. The poor of vocabulary selection and usage can make the utterances of a speaker different from what she actually wants to convey. That is why, lexical or vocabulary is important in speaking.

In fact, lexical features of spoken language are somewhat different from lexical features of written language. As Chafe and Danielewicz (in Hughes, 2010) asserts that several studies have shown that speakers 'package' their information differently from writers whether at the level of the clause or through vocabulary choices. It is clear that lexical or vocabulary holds a very important role in speaking. There were some studies which had been conducted related to the analysis of speaking ability and one of them is about "Improving Student's Speaking Ability through Western Song at Junior High School" conducted by Nanda and Don (2012).

B. RESEARCH METHODS

This research tries to employ vocational school students' speaking ability in role playing "Dialogues of guests handling". The designed used in this research is descriptive research. According to Gay (2000), a descriptive study determines and describes the way things are. In this research, the researcher is intended to analyze vocational high school students' speaking ability viewed from two aspects of spoken language: grammatical and lexical.

The data is collected from the speaking test that is taken from the eleventh year of vocational school students. The speaking test is done by the students by role playing dialogue about guest handling in pairs.The researcher uses speaking test as the technique of data collection because it is used to find out the students' speaking ability.

The researcher chooses one class as the sample that is XI AP 2. The students of XI AP 2 are asked to perform speaking activity that is role playing dialogue about guest handling in an office. The researcher records the students' speaking performance. After the speaking performance been recorded, the researcher transcribes each of students' speaking performance. At last, the researcher analyzes the students' speaking performance viewed from grammatical features and lexical features to find out how the students' speaking ability viewed from two aspects of spoken language, that are grammatical features and lexical features.

The analysis of students' speaking ability in dialogue about guest handling is viewed from grammatical features and lexical features.

Oral Language Rubrics Viewed from Grammatical Features

Score	Indicators
5	• Present perfect tense used very competently • The use of modal auxiliary always effective • Include the correct use of personal pronouns
4	• Present perfect tense performed competently • The use of modal auxiliary generally effective • Include the generally correct use of personal pronouns
3	• Present perfect tense performed somewhat competently • The use of modal auxiliary somewhat effective • Some errors in using personal pronouns
2	• Present perfect tense performed poorly • The use of modal auxiliarygenerally poor • Many errors of personal pronouns
1	• No evidence of present perfect tense performed • No evidence of using modal auxiliary • No evidence of using personal pronouns

Adapted from Folse(2006)

Oral Language Rubrics Viewed from Lexical Features

Score	Indicators
5	• Correct selection of words and has variety of vocabulary • Correct use collocations • Social formula in speaking used appropriately
4	• Mostly correct selection of words, meaning is clear • Mostly correct use of collocations • Social formula in speaking used somewhat appropriately
3	• Sometimes make wrong choice of words • Sometimes make errors in using collocations • Sometimes make errors in using social formula
2	• Many vocabulary errors, meaning is often unclear or broken. • Many mistakes of the use of collocations • Many mistakes of the use of social formula
1	• Too many errors of choice of words in this task for a student at this level. • No evidence of using collocations • No evidence of using social formula

Adapted from Folse (2006)

After the students' speaking ability of each indicator has been given rating, the next step that the researcher do is calculating the scores of each feature of grammar and lexical to find out students' scores in both grammatical features and lexical features in general by using the formula suggested by Sugiyono (2009):

P = F/N x 100

Next, after the scores of students' speaking ability viewed from grammatical features and lexical features has given scores, the researcher calculates the mean score of students' speaking ability viewed from both grammatical features and lexical features through a formula by Gay (2000):

$$X = \Sigma X / N$$

The results of students' speaking ability are classified into the following classifications:

Table 2.

The Classifications of students' speaking performance

Score	Category
81- 100	Excellent
66- 80	Very Good
56- 65	Good
41- 55	Weak
0- 40	Poor

Adapted from:BukuPanduanAkademik UNP

C. FINDINGS AND DISCUSSIONS
1. Findings

The research has been conducted to find out the speaking ability of vocational high school students of SMKN 3 Padang in role playing "Dialogues of guests handling" viewed from grammatical features and lexical features. Previously stated, the purpose of this research is to find out how the students' speaking ability in role playing dialogues of guests handling viewed from grammatical features and lexical features.

The sources of data in this research were based on the transcriptions of the dialogues of guests handling by SMKN 3 Padang students. The findings of the research are as follows:

	Grammatical features	Lexical features
Total of students' speaking scores	2.146,68	2.370,01
Number of students	30	30
Mean	71,56	79,01
Classification	**Very good**	**Very good**

2. Discussions
1. Students' Speaking Ability Viewed from Grammatical Features

Based on the result of the research, the researcher sees that most of SMKN 3 Padang students are able to present correct grammatical features generally. However, in the middle of analyzing students' speaking ability from grammar, there are still some grammatical mistakes made by students.

First of all, there are 7 students who are able to use the correct present perfect tense. According to Werner (2007), the present perfect tense used to describe actions or situations that occurred at an unspecified time in the past. Thus, the verb used is past participle. The students, who get full points in present perfect tense, use this tense, agree with Werner's explanation.

Furthermore, there are 10 students who are able to use modal auxiliary effectively. Werner (2007) describes modals as a group of words that modify the meaning of verbs. The verb used in modal auxiliary is simple form. The students who get full points in this feature have used modal auxiliary appropriate with Werner's explanation.

Last, the use of personal pronouns by the students is generally good. There are 14 students who can use personal pronouns based on the correct rules. As stated by Werner (2007), pronouns take the place of nouns. These 14 students have used personal pronouns according to Werner's statement.

2. Students' Speaking Ability Viewed from Lexical Features

Based on the research results, the researcher finds out that students' speaking ability viewed from lexical features are presented well.

First, there are 8 students who are able to use correct choice of words. Words in a speaking activity has been considered as the most important item, like the statement of Vygotsky (in Thornbury, 2002), words are microcosm of human consciousness.

Furthermore, there are 13 students who are able to use discourse markers correctly. According to Fraser (in Muller, 2005), discoursemarkers have been considered from a variety of perspectives and approaches, e.g. as signaling "a sequential relationship" between utterances. These students have been used discourse markers in step with Muller's definition.

Last, there are 20 students who are able to use social formula in their speaking appropriately. Social formula is used as the sign of politeness in speaking. Thornbury (2002) mentions the examples of social formula: *see you later, have a nice day, yours sincerely*, etc. These students are able to use social formula in line with the definition and examples of social formula in speaking.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the data analysis and findings of this research, it can be concluded that the mean score of students' speaking ability viewed from grammatical features is 71,56 and is categorized as *very good*. Then, the mean score of students' speaking ability viewed from lexical features is 79,01 and is categorized as *very good*.At last, it is found that the SMKN 3 Padang students mostly have the good ability in speaking. Even though, there are still some problems in students' grammar such as using the correct present perfect tense, using the right modal auxiliary, and personal pronouns. Then, there are still many students who cannot use the correct choice of words, discourse markers, or social formula in their speaking.

2. Suggestions

The researcher proposes some suggestions for the next researcher and also the teacher for a better learning and teaching process for the future. First, teachers should provide the particular time to teach grammar before giving speaking tests for students in order to strengthen the students' spoken grammar.Beside of teaching of spoken grammar, teachers should also teach the importance of lexical in speaking and the use of correct lexical to support the better result of students' speaking.Teachers can use various methods in teaching speaking; one of them is through role play, because role play is a fun activity to be applied in teaching speaking.

For the next researchers that want to conduct the research especially about an analysis of speaking ability can find the other problems except about students' speaking ability viewed from grammatical and lexical features, and also by knowing the result of the data from this research a researcher who want to conduct an experimental research or classroom action research can find the newest and effective method to teach speaking especially by considering the results and findings from this research. Last, academician, teachers, lecturers, and researchers can find a newest strategy or ways to teach speaking.

Note: This article is written based on the writer's paper with the advisor Prof. Rusdi, M. A., Ph. D and Dra. An Fauzia Rozani Syafei, M. A

BIBLIOGRAPHY

Folse, K.S. 2006.*The Art of Teaching Speaking*. Michigan: University of Michigan Press.

Gay, L.R., and P. Alrisian. 2000. *Educational Research. Competencies for Analysis and Application.*New Jersey: Pearson Education.

Harmer, J. 2007.*How to Teach English.* Malaysia: Pearson Education Limited.

Hughes, R. 2010. *Teaching and Researching Speaking*. London: Pearson.

Luoma, S. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.

McNamara, T. 2000. *Language Testing*. New York: Oxford University Press.

Müller, S. 2005. *Discourse Markers in Native and Non-native English Discourse*. Amsterdam: John Benjamins Publishing Company.

Nanda & Don, N. 2012. Improving Student's Speaking Ability through Western Song at Junior High School. *E-Journal of English Language Teaching,* 1 (1)

Nunan, D. 2005. *Practical English Language Teaching: Grammar*. New York: McGraw-Hill.

Pawlak, M., and E.Waniek-Klimczak. 2015. *Issues in Teaching, Learning and Testing Speaking in a Second Language*. Kalisz: Springer

Sugiyono. 2009. *MetodePenelitianKuantitatifdan R&D*. Bandung: CV Alvabeta.

Thornbury, S. 1995. *How to Teach Speaking.*New Jersey. Cambridge UniversityPress.

Warner, P.K., and J.P. Nelson. 2007. *Interactions 2: Grammar*. New York: McGraw-Hill.