THE STUDY OF THE STUDENTS' SPEAKING PERFORMANCE IN DEMONSTRATING PRODUCT ADVERTISING

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Abstract

This Study discusses analyzing the students' speaking performance in demonstrating the product advertising. There were 24 second-semester students of the English Language Study Program of a private university who participated in this study. The researchers conducted this study by analyzing the students' speaking scores and categorizing the students' speaking achievement into five levels of ability. There were five levels of ability that cover the aspects of speaking skills. Those levels are poor, fair, average, good, and excellent. The finding showed that the excellent level contributed as 42 %, then average and good level have the same percentage as 25 % and the two last levels were fair and poor got 4 % for each of them. The average score of students' speaking performance in demonstrating the product advertising was at a good level. It could be described that the students' speaking performance was good, both in students cognitive and mental preparation.

Keywords: Students, Speaking, Performance, Product Advertising,

INTRODUCTION

Language is the human ability to communicate with other people using signs such as words and gestures. People use language to communicate both directly and indirectly. Every human being in his social life always needs language proficiency to be able to communicate actively to be able to provide information and knowledge and to express his goals and objectives. According to Walija quoted in Wibowo (2014), language is the most effective communication tool to express ideas, messages, intentions, feelings, and opinions to others. Therefore, language is not only a means of communication to convey humans, but

language is also one of the most crucial aspects of human life. English is an international language that is commonly used by all countries in the world.

Language is used by every human being in the world to communicate, convey information and knowledge, and express opinions and thoughts. Meanwhile, according to Walija quoted in Wibowo (2014) states language is a communication tool that is very effective in exposing thoughts, ideas, intentions, feelings, and opinions to the interlocutor, so that language is not only a tool of communication but a very important aspect of human life. English is a popular language used in almost all countries as an international language in Indonesia, English is a foreign language and tends to be needed as it is becoming the global language acquired to support International language expansions. Even though English is a foreign language in Indonesia, students in Indonesia have learned English from an early age, from the lowest level of education to the highest level of education, namely the university level. These students have been learning English since the age of 5 years. By mastering English, one can easily transfer and acquire more knowledge, science, technology, arts, and culture, and establish international relations with anyone. Susanto (2007) explains that English is the most popular language and is one of the most important and most studied languages, both in terms of life and literature. Therefore, the students should know about language usage by practicing the language in daily communication.

In a university, English is learnt Aas a compulsory subject in any majors. English subject recognized as an important subject that needed to be learned by the students as a requirement of a diploma. From four basic skills that are applied in teaching-learning English, speaking is one of the skills that should be controlled by the learners. Speaking is a kind of activity where the students are flexible to express their idea by using all and any language they know. In speaking task, where the students are trying to apply language provides feedback for both teacher and students.

In teaching speaking, many activities support students to engage and active in speaking class, such as information gap, survey, demonstration, discussion, and role-play. Davies and Pearse as quoted in Tuan & Mai (2015) suggest that the main goal in the English learning process is to support students to

be able to use the language as an effective and accurate communication tool in everyday life. Product advertising is one of the materials in speaking for Instructional subject in second-semester students of the English Language Education Study Program at STKIP Persada Khatulistiwa. In this material, the students provided more knowledge and references to practice speaking on product advertising. In this section, the students should master the tricks of advertisement and they can act it out as the real situation by focusing on some aspects of speaking skills. This material also extends the students to explore many knowledge and experiences to speak in front of many people, besides it also provides the specific situation where the students should be all out to use their acquired language to express the ideas and to deliver the message livelily. Thus, the students should prepare their mental ability to perform and the knowledge and capability to demonstrate product advertising well. To support the students' performance, they need to practice more, browse kinds of speaking practice on YouTube or social media and explore more vocabularies.

When students demonstrating product advertising, the researchers encountered many problems faced by students. The problems found as follow: students' psychology aspects (shyness, anxiety, and lack of confidence), linguistic features, and external factors (environment, audiences). Those problems automatically influence the students' performance. Referring to the problems, the researchers conducted the study by analyzing students' speaking performance in demonstrating product advertising by applying a scoring rubric. The scoring rubric consisted of five aspects of speaking skills which cover pronunciation, fluency, grammatical accuracy, vocabulary, and contents. Those aspects accommodate the basic skill of speaking relates to how the student pronounce the words well, generate the ideas and express them in oral communication, deliver the ideas fluently by using good grammar and appropriate vocabulary. Thus, the contents of speaking can be accepted and understood by the audiences. The subject of this study is second-semester students of the English Language Education Study Program at a private university which consisted of 24 students.

Speaking skills are a basic skill that is very important for students of a foreign language or a second language. Several things have defined the meaning

of speaking and the application of speaking activities to teaching and learning English. Nunan (1991) explains that the most necessary aspect of learning foreign languages and languages second is speaking. Besides, the success of a student in acquiring a language can be seen from the student's ability to communicate using the language he is learning. Furthermore, he said that the most productive language skill is speaking, wherein these skills someone will convey meaning through systematic speech (Nunan, 2003).

Referring to speaking activities in class, Harmer (2001) explains that the speaking assignment should provoke students to use all and every language in its comments to encourage students to do task, the speaking assignment should include three basic activities, such as rehearsals, feedback, and engagement. Rehearsal is to invite students to discuss freely by allowing them to practice discussion outside the classroom. Feedback is a speaking task in which students try to use all and whatever language they are good at completing feedback for both teachers and students. In Engagement, good speaking can and should be very motivating. In this case, the teacher and students must become a package of in-class activities both in motivating and achieving language goals. According to Richard (2008), mastery of speaking skills in English is a primary for many foreign and second language learners. In line with that, Ur (2012) states that communicating orally and fluently in both formal and informal interactions is the main goal of many language learners. For this reason, teachers must be more creative in designing classroom activities to improve students' abilities in promoting oral fluency.

Based on several definitions that have been described by experts about speaking, it can be concluded that speaking is a process of oral social interaction that can generate and express ideas or thoughts in communicating. Furthermore, Luoma (2004) stated that the main purpose of language learning is for these learners to speak with friends, family, parents, teachers, and strangers in a language that the speakers can both understand or use. The success of speaking English can be seen from the activeness of students in communicating using English and how students can show their understanding by using intonation and body language according to the content of the conversation. Several language

experts have attempted to categorize the functions of speaking in human interaction. Speaking is a productive skill in the verbal form, by speaking people easily understand what other people say. The speaking ability of students at the college level should be very capable and can be used well in communicating. This is because students at that time have experienced learning English, or at least have studied English for about 6 - 9 years. However, these students still fail to show their speaking skills because they do not understand the aspects of speaking. According to Brown (2004), there are five main aspects to support speaking skills, which include:

a. Grammatical Accuracy

Accuracy means that the speakers are required to use vocabulary, grammar, and pronunciation appropriately. For accuracy, attention is paid to the ratio of tense usage or correct to wrong word order (Fulcher & Davidson, 2007). From what can be observed, the teacher can make an inference about how accurate a student's use of the second language. Performance on the test differs in terms of grammatical accuracy (Luoma, 2004). Some of them show almost no structure being mastered consistently; others include only simple structures with, for example, the use of only one form. The different activities that focus on fluency from those that focus on accuracy can be summarized. Hughes (1989) mentions that grammatical accuracy is generally high, though some mistakes which do not destroy communication are acceptable.

b. Vocabulary

Rai (2010) states that a vocabulary is several words or terms that have the same meaning but are conveyed in different languages in the form of alphabetical order. Talking about technical vocabulary, medical vocabulary, and legal vocabulary means a list of words that are needed to describe concepts in that subject and are used for discourse in that subject.

c. Comprehension

 Nunan (2004) explains that the understanding of a language itself comes from the context in which the language appears as well as from extra-linguistic information. To conclude, comprehension is an ability to catch the information with sufficient words to understand the meaning based on the context.

d. Fluency

Fluency is the use of natural language that happens when a person is actively involved in communication where the speaker is required to be able to interact well and that person can maintain easy to understand and sustainable communication even though there are still limitations in their communicative competence. According to Fulcher and Davidson (2007) to measure 'fluency' we have to state what we might be able to observe in a speech to make decisions about whether a speaker is fluent. The teachers can develop aspects of fluency by designing classroom activities in which students must understand the meaning, use good communication strategies, correct understanding, and work to avoid communication disorders. Fluency means continuing to speak spontaneously.

e. Pronunciation

Rai (2010) states that pronunciation is an acceptable standard of the process of delivering a pronounced word or sentence; correct and clear pronunciation is very important to show that the speaker is very careful and has consideration for the listeners. Nation and Newton (2009) suggest that good pronunciation of words or sentences can help in normal communication, especially clarity.

f. Task

Communication activities among learners with various mother tongues are a good way to encourage clarity. Such assignments make learners focus on clarity to convey their messages, be meaningful, and avoid embarrassing teacher corrections (Jenkins cited in Nation and Newton, 2009).

Various attempts have been made to classify the function of speech in human interaction. Brown and Yule as cited in (Richards 2008) speech functions are classified into three types; talk as interaction, talk as a transaction, and talk as shown. These activities differ in form and function and require a specific learning approach. Furthermore, Richards designed three functions of speech in human interaction as follows:

a. Talk as Interaction

Talk refers to what we commonly use in daily conversation and social interaction, when people meet; they greet each other, engage in small talk, recount and tell the

recent experiences, and so on. This is done because they want to build good human relations.

b. Talk as Transaction

In talk as a transaction, the speakers focus more on the delivered message and made other people understand what the speakers said clearly and accurately. In this type, the students and teachers focus on the meaning of the information exchange.

c.Talk as Performance

This kind of talk focuses on performance. This commonly called public talk, that conveys information to the audience, such as class presentations, public announcements, speeches, and product demonstration.

RESEARCH METHOD

This study employed a qualitative research design, Berg (2001) describes qualitative research as an action where the researchers seek the answers to the questions by examining the various social and individual settings. Qualitative research design declares the contextual environment and evidence found from the participants' responses. Qualitative is a procedure that provides a means of measuring an undisclosed fact about someone who is being observed and the person being spoken to or that person can be represented through their tracks, such as letters, photos, social media, and so on relating to the individual. So qualitative techniques allow researchers to share or explore an understanding or perception of other people. This study was conducted by analyzing the students' speaking performance in demonstrating product advertising. The subjects of this study were EFL learners of the English language study program at a private university which consisted of 24 students in the even semester, the academic year 2020/2021.

The data were collected directly from the students' speaking performance in demonstrating product advertising. Product advertising is one of the materials in speaking subjects that involved students' participation to be more active in speaking practice. The researchers accessed the students' performance, by using a speaking rubric that accommodates speaking aspects.

In analyzing the data, the researchers treated some steps. In the first step, the researchers explored many articles and finding references to support the study. Then, the researchers prepare some supported material and media before conducting research, in this case, the researcher set out the teaching activities, material, and scoring rubric. The next step was for the researchers to conduct a study about students' speaking performance in demonstrating product advertising. On this occasion, the researchers delivered the material about product advertising. In this material, the students had to present the product advertising in an oral presentation. At this stage, the researchers accessed the students' presentation by using a scoring rubric. After getting the students' score, the researchers analyzed the score by coding the score which obtained from the students' score. Then the researchers categorized the students' scores into five levels of ability, they were poor, fair, average, good, and excellent. After analyzing the score, the researchers present the result in the form of a table.

RESULT

The following sections discuss the results of the study on students' speaking performance in demonstrating product advertising. The data presented in this study were obtained from the students' speaking score which involved 24 students of the English Language Study Program at one private university in Sintang. To classify the students speaking achievement based on the speaking score, the researchers' code into five levels of ability as follow:

No	Score	Level of Ability	Meaning
1	➢ 50	Poor	Frequently error in grammar but still can be understood, vocabulary inadequate to express anything, the scope is very limited language experiences, no specific fluency description, error frequently error in pronunciation but it can be understood.
2	51- 60	Fair	Elementary construction is quite accurate, but do not have confident control of the grammar, vocabulary sufficient to express anything simply with some circumlocutions, can get the gist, but non-technical

			subject, confidence but not with facility most social situation, accent in intelligible through often quite faulty.
3	61 - 70	average	Sufficient structural accuracy, able to speak with the sufficient vocabulary, comprehension in quite complete at a normal rate of speech, able to deliver particular interests competence with reasonable ease, Error never interferes with understanding.
4	71 - 79	Good	Able to use the language accurately, errors in grammar are quite rare, understand and participate in any conversation, complete comprehension in using any language, able to use the language fluently, errors in pronunciation is quite rare.
5	80 - 100	Excellent	Equivalent to that of an educated native speaker, speech in all level is fully accepted, complete fluency in the language such a speech is fully accepted, speaking proficiency is equivalent to that of an native speaker.

Table 1: The levels of Speaking Ability

The researchers used those levels to limit the scope of the problems to be analyzed and described. The researchers classified the students' scores based on the level of ability found. Furthermore, the researchers used a scoring rubric to access the students' performance, which consisted of pronunciation, vocabulary, fluency, grammatical accuracy, and contents. Those aspects play an important role in the students' achievement in demonstrating the product advertising. Referring to the scoring rubric could be described the result as follow:

Test Score	Levels of Ability	Frequency	Percentage
> 50	Poor	1	4 %
51-60	Fair	1	4 %
61-70	Average	6	25 %
71-79	Good	6	25 %
80-100	Excellent	10	42 %

Table 2 : Students' speaking achievement

The finding shows that the result of students' speaking performance in demonstrating product advertising was disparate. There were five levels of speaking ability to indicate the students' performance achievement. Those levels represented the score obtained for students 'performance in demonstrating the product advertising. From those categories, it could be described that the highest achievement was an excellent category which contributed as 402 %, which means 10 students who got the score 80 – 100. The next category was good, which contributed as 25 % were 6 students who got the score 71- 79. The same percentage obtained for the average category which contributed as 25 %, the range of score was 61 – 70, 6 students achieved that level. The two last categories were fair and poor, which contributed 4 % for each of them. It showed that 1 student achieved a score of 51 – 60 and 1 student achieved a score >50. In conclusion, the data shows that the student's average score on speaking performance in demonstrating the product advertising was 76. It revealed that the students' ability was at a good level. The researchers tried to analyze the students' problem that referred to the speaking aspects; it was found that the biggest problem in students' speaking performance in demonstrating the product advertising was grammatical accuracy and fluency. Most of the students are weak at constructing sentences by using good grammar so it makes students felt worried when they speak. Furthermore, the students were difficult to speak fluently, as the impact; the students often lose their ideas when they were speaking. Several students also got difficulty pronouncing the words, especially for some terms or unpopular vocabulary because of limited vocabulary acquired.   From the data above, from the 5 levels studied, it can be said that the highest level that can be achieved by students with the highest number of students in it is the very good level. Then the second position is the average and the good level, where both levels get the same percentage of students, and the two lowest positions are medium and bad. Overall, the speaking performance of students in demonstrating advertising products was at a fairly good level.

CONCLUSION

To sum up, the investigation has been analyzed, the researchers found that there were varieties of students' speaking achievement. The researchers classified

the students' speaking achievement into 5 levels of speaking ability, such as poor, fair, average, good, and excellent. 24 students participated in this study. Out of 24 students, the excellent level was 42 %, the average and good level was 25 % each, then the two last levels were fair and poor as 4 % each. The students' average score was 76, which means it is at a good level.

The researchers encountered that some students needed to improve their speaking skills, especially for the aspects of grammatical accuracy, fluency, pronunciation, and other speaking aspects. This was revealed by the fact that there were students who failed in those aspects. Since the demonstration of product advertising becomes one of the speaking subject materials, so the students have to apply it in the classroom. In this case, the students should have their motivation to speak. Finally, it was clearly shown that the student's speaking performance in demonstrating the product advertising was good.

Based on the results of the study and the conclusion, the researchers would like to propose some recommendations related to the student's speaking ability for English teachers/lecturers and researchers. The recommendations are:

a. The teachers/ lecturers need to give more opportunities for students to practice speaking by focusing on the aspects of speaking skills such as pronunciation, vocabulary, fluency, and grammatical accuracy.

b. The students need to realize that speaking is a complex skill; you not only need mental ability but also knowledge and experience. So, the students recommended keeping their motivation and improving their speaking skills by practicing and speaking English with friends and classmates.

c. The researchers, may this research can be one of the references for researchers who want to develop other research in the same field.

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