

## Analysis of Speaking Skills of SMA Al Farhan Cipanas

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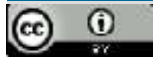
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### ABSTRACT

This study consists of an analysis of the speaking abilities of SMA AL Farhan students in English. The methodology used in this study is a qualitative descriptive. A total of 35 students from grade XI at SMA AL Farhan are the subjects used in this study. One of the instruments used in this study is observation and interview. According to the study's findings, out of 35 students, only 5 have very good speaking abilities, while 25 fall into the "good" category for speaking proficiency and 5 fall into the "much weaker" category. As a result, it can be concluded that the speaking abilities of the XI SMA AL Farhan students in English are still somewhat lacking.

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## **INTRODUCTION**

A few factors affect the quality of human life; one of them is education, which should be provided to everyone as it has the capacity to change the world (Sri Septiani & Aini, 2023). Additionally, education is very important for humankind's future. According to (Kusuma et al., 2021). Education is the process of changing and spreading better attitudes. In line with the opinion of Pratiwi (2020) which states that the education process should increase positive character traits and reduce negative feelings. Changing the nature or traits possessed by children is one of the goals of education.

According to Maryam et al., (2019), it is also mentioned that the purpose of education is to change or shape the nature of a person and develop the potential possessed by children in any field. Education should also be carried out throughout the learning process. A maximum learning process can be achieved in various ways such as by using the correct learning method, the appropriate learning model, or the use of appropriate learning media.

In the current era of globalization, English has become an important international language for international communication, career opportunities, and intercultural interaction. According to Iriance., (2018) the ability to master English is an essential need to face challenges in the modern world. As a global communication tool, English is not only a means of connecting individuals, groups and nations, but also the key to understanding and gaining respect in an international environment. With good and correct English skills, one can easily understand and gain new knowledge in certain fields. Skills in English are a demand for students, especially high school students and the equivalent for provisions in competing when they want to continue their education to a higher level or enter the world of work.

There are several skills in learning English. Receptive skills include listening skills and reading skills, while productive skills include speaking skills and writing skills (AN, 2020). Speaking is one of the skills that need to be mastered in learning English. Speaking is a person's activity in expressing something orally. Therefore, the exercise that must be done to improve this skill is to interact and communicate verbally with others and with oneself (Susini, 2020). Speaking ability is one of the most important aspects of English language skills. According to Sari & Lestari (2019) in speaking skills we seem to be doing a translation that indirectly makes our brain work twice. This difficulty is caused by various factors such as internal factors that occur in oneself and external factors that occur from the environment. Based on the results of observations made by researchers at SMA AL Farhan Cipanas, researchers found a problem that especially in class XI students have difficulty in speaking skills such as conveying something using English. This is due to a lack of vocabulary, pronunciation, grammar and understanding of English.

Based on the above statement, the researcher is interested in conducting an in-depth analysis related to speaking skills and mastery of English among students of class XI SMA AL Farhan Cipanas. The researcher wants to know the extent of their ability in speaking. The main purpose of the researcher is to identify the level of ability of students of class XI AL Farhan, but not only that,

but also to find solutions in improving and developing the English speaking skills of students of class XI AL Farhan High School. Therefore, this research is expected to make a positive contribution to the development of English language skills among students in the era of globalization which continues to grow more rapidly.

## LITERATURE REVIEW

Speaking skills are one of the activities to develop speaking skills and English language skills. Speaking is a stage where students after mastering tenses, listening, reading and writing, the last is speaking. Speaking skills are one of the activities to develop speaking skills and English language skills. Speaking is the stage where students after mastering tenses, listening, reading and writing the last is speaking (Muliana, 2020). According to Susanthi (2020) there are several components that must be considered when learning speaking skills, namely pronunciation, vocabulary, grammar, and understanding. Pronunciation, the process of distinguishing sounds that combine to form words, is essential for vocabulary development. The more vocabulary you have, the easier it is to speak. Grammar, also known as "language structure", is the way the elements of language are organized in a patterned way. Finally, we need to understand how students are able to understand what they say and do.

A speaking ability is influenced by several factors such as internal and external. Internal factors include lack of interest and attitude in student learning, student intelligence, teacher methods and strategies, learning motivation and student health, then external factors include teacher learning methods and strategies, student family environment and school facilities and infrastructure that are less supportive (Sari & Lestari, 2019). There are several factors that affect the speaking performance of any learner such as anxiety, nervousness, and lack of confidence (Hakim, 2019). Students may be anxious for fear of making mistakes while studying. Students may be nervous due to lack of vocabulary and grammar. Students may not be confident because they are embarrassed if their friends are better or if they cannot speak well.

Therefore, to make students more confident in speaking, they can start practicing by expanding their vocabulary by reading English books, watching movies, and listening to English songs. By engaging in daily activities that are related to English, it will improve the learning process of speaking to make it more interesting and not monotonous. Apart from that, it can also be practiced with interviews (Sulistiyawati & Program, 2023) This interview in English is essential to equip the trainee to be more flexible in the face of global competition.

## METHODOLOGY

In this study, the method used is a descriptive qualitative method, which is a method whose results can be analyzed and conclusions drawn, so that it will produce conclusions that can clarify the picture being studied. This research was conducted at SMA AL Falah Cipanas with the subject of researching class XI students totaling 35 students and female students. The techniques used in this research are observation and interview, observation is

done to know directly the level of speaking ability of students when interacting in the school environment or in the learning process while this interview is used to obtain information directly from students and students about speaking skills in English.

## RESEARCH RESULT

Researchers assessed aspects of speaking skills in terms of grammar, vocabulary, pronunciation, understanding and fluency. The score value given by the researcher is from 1 to 5. The information obtained about the research data is analyzed through several stages, such as data collection, data reduction, presentation and conclusion.

Table 1 Speaking Skill Assessment

Elements assessed			
No.	Element	Review	Score
1	<i>Grammar</i>	Grammar errors are very low.	5
		Grammatical errors sometimes occur, but they do not affect the meaning.	4
		Grammatical errors are common, affecting meaning.	3
		often corrected the sentences because there were many grammatical errors.	2
		Very bad grammatical errors make it difficult to understand.	1
2	<i>Vocabulary</i>	Use terms and phrases as used by the first speaker	5
		There were times when inappropriate vocabulary was used.	4
		Often using the wrong word, so you don't have much of a vocabulary.	3
		Incorrect and limited, vocabulary difficult to understand.	2
		No conversation due to very little vocabulary.	1
3	<i>Pronunciation</i>	Contains accents that are similar to native speakers and are easy to understand.	5
		With a certain accent, it can be understood easily.	4
		Difficult pronunciation makes the listener focus, which often leads to misunderstandings.	3
		Due to pronunciation problems, they are often asked to repeat themselves.	2
		Difficult to understand due to significant pronunciation issues	1
4	<i>Comprehension</i>	Understand all without difficulty	5
		Understand almost everything, but sometimes fail to understand certain parts.	4
		Understand most of what is said when speech is slightly slowed down, despite repetition.	3
		It is not easy to understand what is being said	2
		Unable to understand simple conversations	1
5	<i>Smoothness</i>	Understand everything without any difficulty	5
		Almost understand everything but there is repetition in certain parts	4
		Understand most of what is said when speech is slightly slowed down, despite repetition.	3
		Unable to understand what is being said	2
		Unable to understand simple conversations	1

Researchers have conducted speaking assessment activities with 35 students in accordance with the research subject. The steps in this research process were carried out by testing 35 students in turn with the interview method. the interview is a test of students' ability to express their opinions.

It is intended to measure whether there is a significant achievement or acquisition of student scores by conducting interviews to find out the extent of the ability of students in speaking skills. It can be seen through table 2 below.

Table 2 Student Interview Scores

Student	Grammar	Vocabulary	Pronunciation	Comprehension	Smoothness	Total
AZ	3	4	2	4	3	16
AS	4	3	2	5	2	16
BE	3	4	4	4	5	20
BJ	4	5	3	2	4	18
BL	3	3	2	3	3	14
CL	4	4	3	5	2	18
DA	5	5	5	5	5	20
DD	2	3	3	3	3	14
DF	3	2	2	3	3	13
DJ	2	2	2	2	2	10
EL	4	3	4	3	3	17
JZ	2	3	2	4	3	14
KA	3	4	4	5	4	20
MF	5	3	4	4	4	20
MI	5	3	2	4	4	18
MN	5	3	4	4	4	20
MNF	4	2	2	3	2	13
ME	2	2	3	4	5	16
RK	3	3	3	4	4	17
RM	3	3	2	2	3	13
SS	5	2	3	2	4	16
ST	3	2	2	4	5	16
SJ	2	2	2	2	2	10
TA	4	4	3	3	3	17
TF	3	3	4	4	4	18
TZ	5	4	3	4	2	18
VA	4	3	3	5	2	17
VD	2	3	2	3	3	13
VH	4	2	3	3	4	16
XK	3	3	3	4	5	18
YAO	2	2	3	3	3	13
YB	3	2	3	3	2	13
ZPD	2	2	3	5	4	16
VH	3	3	4	3	4	18
ZPD	4	3	4	3	3	17

Based on the table above, it shows that there are 5 students who fall into the very good category in English speaking ability. There are 19 students who fall into the good ability category, 9 students who fall into the Fair category, and there are 2 students who fall into the Lack category.

Based on the results of the study, it can be concluded that there are still some students who have not reached an adequate level of English speaking ability and need to improve their speaking ability.

## **DISCUSSION**

### ***Grammar***

This assessment is a tool to measure the extent to which students can compose sentences by adjusting grammar or rules in good and correct English when given questions. As an English learner, grammar is very important to learn because it relates to the formation of a good sentence structure. English learners are considered successful if they can place the subject, predicate, and object correctly. There are 5 students who are very good or make few mistakes in grammar, there are 9 students who sometimes make mistakes in grammar but it does not affect the meaning, there are 12 students who often make mistakes in grammar then it affects the meaning. Furthermore, there are 7 students who make mistakes in grammar so they tend to correct the sentence.

### ***Vocabulary***

Becomes an important point in the assessment as it shows how serious students are about learning English and how much vocabulary they have mastered. Vocabulary is very important for language education. Since this language serves as a tool to convey a thought, people can understand it by reading it, writing it, and expressing every idea in written or spoken form. There were 5 students who used the words used by the person who spoke first. 12 students sometimes use inappropriate vocabulary, there are 15 students who are often inappropriate in using vocabulary. Then there are 3 students who are difficult to understand and limited in vocabulary.

### ***Pronunciation***

In this section, it is used to find out the extent to which students and schoolgirls in their pronunciation of a word. related to pronunciation shows, there are 2 students with pronunciations that can be understood easily and contain accents like native speakers, there are 7 students with pronunciations that are easy to understand but use certain accents, there are 22 students with pronunciation problems so that listeners must really focus so as not to misunderstand. The rest, there are 4 students with pronunciation that is very difficult to understand and often repeats the previous utterance.

### ***Comprehension***

There are 12 students who have understanding so that it is included in the very good category. Then related to understanding shows 10 students have an understanding that is included in the very good category, there are 11 students who understand but have a slow pronunciation, then the rest there are 2 students who have difficulty in understanding what is said.

### ***Smoothness***

There is 1 student who speaks fluently, there are 9 students who speak fluently but are distracted by language skills. There are 20 students with many interruptions due to language problems, then there are 5 students who speak hesitantly and limited due to language problems.

Skills in grammar, vocabulary, pronunciation and comprehension in AL Farhan High School students may still be lacking. This is due to the lack of desire to learn English, lack of confidence in speaking, and limited vocabulary. Another factor is their social environment that is accustomed to using local languages or Indonesian, so they are embarrassed if they speak English (Sri Septiani & Aini, 2023). Learning the English language the most important thing is Speaking. One very important skill is the ability to speak in English, because this ability shows someone who is good at speaking English.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that speaking skills in English is a very important thing to be considered among AL Farhan High School students. In the assessment of Grammar 5 students who are very good or make few mistakes in grammar, 9 students who are sometimes wrong in grammar but do not affect the meaning, 12 students who are often wrong in grammar then affect the meaning. 7 students made mistakes in grammar so they tended to correct the sentences. Vocabulary being There are 5 students who use the words used by the person who speaks first. 12 students sometimes use inappropriate vocabulary, there are 15 students who are often inappropriate in using vocabulary. Then there are 3 students who are difficult to understand and limited in vocabulary. Pronunciation there are 2 students with pronunciation that can be understood easily and contains accents like native speakers, there are 7 students with pronunciation that is easy to understand but uses certain accents, there are 22 students with pronunciation problems so that the listener must really focus so as not to misunderstand. There are 4 students with pronunciation that is very difficult to understand and often repeats the previous speech. Comprehension there are 2 students with pronunciation that can be understood easily and contains accents like native speakers, there are 7 students with pronunciation that is easy to understand but uses certain accents, there are 22 students with pronunciation problems so that the listener must really focus so as not to misunderstand. The rest, namely there are 4 students with pronunciation that is very difficult to understand and often repeats the previous speech Although there are still some students who display abilities in the good category. Smoothness There are 12 students who have an understanding that is included in the excellent category. 10 students have an understanding that is included in the good category, there are 11 students who understand but in slow pronunciation, then the rest there are 2 students who have difficulty in understanding what is said. Smoothness There is 1 student who speaks fluently, there are 9 students who speak fluently but are distracted by language skills. There are 20 students with a lot of interference by language problems, then there are 5 students who speak hesitantly and limited due to language problems.

There are still some aspects that need to be improved among AL Farhan High School students, such as pronunciation, vocabulary, grammar, fluency, and comprehension, need to be improved. In addition, the results show that internal and external factors are very important in determining students'

speaking ability. Interest in learning, drive to learn, family environment, and the teacher's teaching approach are all influential. Therefore, effective learning strategies are needed. These strategies should involve students in everyday speaking situations and interact directly with native speakers and peers.

Therefore, it is hoped that with the attention and joint efforts of teachers, students, and school authorities, the English speaking ability of AL Farhan High School students will continue to improve, so that they are ready to face future challenges and opportunities that are increasingly spread throughout the world.

### **FURTHER STUDY**

Future research can further explore the factors influencing students' speaking skills at SMA Al Farhan Cipanas by conducting a more in-depth analysis of internal and external variables. A longitudinal study could be beneficial in tracking students' progress over time and identifying the most effective strategies for improving pronunciation, vocabulary, grammar, fluency, and comprehension. Additionally, examining the role of digital learning tools, interactive teaching methods, and exposure to real-life English conversations, such as through language immersion programs or collaborations with native speakers, could provide valuable insights. Further studies may also focus on how students' motivation, self-confidence, and cultural background impact their speaking proficiency. Finally, exploring the effectiveness of different pedagogical approaches, such as task-based learning, role-playing, and debate activities, could contribute to the development of more targeted and engaging speaking programs for high school students.

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