Students' Speaking Ability in Describing Local Culture at SMAN 5 Padang

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Abstract: *The present study is aimed to analyze students' speaking ability in describing local culture viewed from fluency, grammar, and comprehension. This is a descriptive research. Thus, there were 36 students who participated in this research. Technique of data collection is speaking test. Research finding shows that the mean score of students' speaking ability in describing local culture viewed from fluency was 87.71, grammar was 82.64, and comprehension was 81.04 Based on research finding, the categorization of students' speaking ability in describing local culture viewed from fluency was good, viewed from grammar was good, and viewed from comprehension was good.*

Keywords: Speaking Ability, Local Culture.

1. Introduction

Nowadays, one's ability in speaking English is often used as an important indicator to determine one's language competence. In fact, one's success in learning the English language is often based from the result of her or his performance to use this language verbally. Considering the importance of having the English speaking competence, it is not surprising that many countries in the world including Indonesia, have now imposed English as one of the important or core subjects to be learned at school. In addition, the way to learn English subject has been transformed where language teaching focuses to what students' interest rather than what to be taught. This is the main focus on language teaching to reach students' success in acquiring English language as a foreign language. There are some factors that influence the process in acquiring English language. One of them is culture. Culture is one of important things which cannot be separated from human life. This statement is supported by Sowden (2010) who states that culture has crucial role in the classroom. Therefore, culture is the main key to direct language teaching process. It shows that English language can be produced by the students based on what they know as their experience.

Furthermore, culture becomes the main factor to teach English language during educational process. In fact, some schools in Indonesia have included local culture as English learning material to be learned by the students. Koentjaraningrat (2000:67) states that local culture deals with the concepts that come from locals. The reasons why it is done are to introduce as well as the students' understanding of their own culture and maintain their cultural values through English learning. This also an evidence that the teachers want to place English within the life contexts of their students. This effort to use local culture is not only contextual with the students life background but are also very much in line with The Constitution of National Education System 2003 Article 1, Paragraph 2 which defines national education as follow:

"National Education is and education system based on Pancasila (the national foundation of Indonesian state) and 1945 constitution and has roots in the religion values and national culture and is sensitive to global change."

It shows that local culture should be included into English learning material, especially how to speak English well. Therefore, it will make the students have more attention to their own culture and able to learn English language for describing something. Moreover, English language is learned by paying attention to some speaking aspects. Brown and Priyanvada (2010:212-213) states that there are some speaking aspects that should be known by the students as their background knowledge such as grammar, vocabulary, comprehension, fluency, and pronunciation.

In this research, there were three speaking aspects which were analyzed by the researcher. They were fluency, grammar, and comprehension. First is fluency. Fluency talks about how well someone can speak target language. According to Mairi (2016:162,), fluency refers to the how able non-native language students to speak language that they are learning. Second is grammar. Grammar is needed to be learned by the students to speak English based on the appropriate sentences. According to Klammer in Naskah (2018:87), grammar refers to the system of language or set of rules related to the correct sentences while using language. Last is comprehension. This aspect related to the use of generic structure in speaking descriptive text. Tim Super Tentor (2018:193) mention there are two generic structures of Descriptive text. First, identification. Identification refers to the general description of one topic to be introduced. Second, description. Description refers to the specific characteristics of a thing to be described.

Previous research results showed that local culture is needed to be inserted for English language teaching. It helps to promote character education and build effective communication through speaking English language (Sudartini, 2012). Second, integrating local culture into teaching English is important because English materials will full with moral values, living values, and wisdoms for character building and meaningful communication. These previous research results help the researcher to conduct another study based on the findings.

Based on the preliminary observation done for this research about the process of teaching and learning speaking English at the tenth grade students of SMA N 5 Padang academic year 2018/2019, the researcher found some interesting facts about students' speaking ability in describing local culture, such as the students' low comprehension to their local culture and speaking English, the interference of the students' mother tongue during speaking English, and the students' low grammar competence. As the result, the students felt hesitant to speak English.

Finally, the aim of this research is to analyze students' speaking ability in describing local culture viewed from fluency, grammar, and comprehension. The researcher asked the students to do speaking performance test. Then, the researcher recorded students' speaking performance test. After that, the researcher analyzed the result of students' speaking performance test to know their speaking ability viewed from fluency, grammar and comprehension.

2. Review of Literature

2.1 Local Culture

Local culture is culture which is grown and developed in one area as characteristic of one group or society. According to Koentjaraningrat (2009:67), local culture describes nation tribes. This concept tells that local culture cannot be separared from society. This culture explains about everything that are created and shared as a part of society life. Furthermore, Garna (2008:141) states that local culture is part of scheme of hierarchy cultural level to complete regional culture. This concept shows that local culture have some levels which influence and become cultural characteristic of one area.

Moreover, according to Koentjaraningrat in Sutardi (2007:35), there are three cultural forms. First, cultural system. This system can be formed as opinions, values, and norms in a group of society. Second, social system. This system can be formed as human activity in his or her society. Last, physical culture. The system can be formed as various objects as the result of human activity which can be seen and felt.

2.2 Criteria to Assess Students' Speaking Ability

In assessing students' speaking ability, there are some criterion that should be known to describe one's competence. According to Brown and Priyanvada (2010:212-213), there are some speaking aspects that should be assessed, such as grammar, vocabulary, comprehension, fluency, and pronunciation. In this research, the researcher focused to three of some speaking aspects, as follow:

a) Fluency
Fluency is one of speaking aspects that should be assessed. It relates to how someone delivers something quickly without doubt. According to Mukminatien (2000:42), fluency refers to the ability to keep the conversation going. This concept tells that fluency is the ability to speak langauge easily with proper speed, accuracy, and expression.

b) Grammar
Grammar is one of speaking aspects that should be assessed. It relates to the way how to arrange words into proper sentences. According to Mukminatien (2000:42), grammar refers to the accurate use of structure. This concept shows that grammar becomes the rules how to use language. The words will be put together to be meaningful sentences.

c) Comprehension
Comprehension is one of speaking aspects that should be assessed. It relates to the understanding spoken language. According Mukminatien (2000:42), comprehension refers to the right intonation and stress of sentences. This concept tells that comprehension is the ability to understand what information that are served into spoken.

3. Methodology

This research was descriptive research. It was chosen by the researcher because the aim of descriptive research is to describe and investigate educational problems that happened in the field. Gay and Airasian (2011:395) emphasize that descriptive research is intensely to collect information of a phenomenon in order to describe existed condition in the field. Based on this theory, the researcher wanted to gain information and describe phenomenon which happened in the field. In this research, the researcher analyzed students' speaking ability in describing local culture.

Population of this research was the tenth grade students of SMA N 5 Padang academic year 2018/2019. Sample of this research was selected by using purposive sampling. Thus, there were 36 students who participated in this research. In addition, instrument of this research was speaking performance test. This instrument helped the researcher to analyze students' speaking ability in describing local culture. The data were collected by asking the students to describe one of two kinds of local culture. After that, the data of students' speaking in describing local culture were recorded. Then, the researcher transcribed the collecting data to be analyzed from both students' fluency, grammar, and comprehension in describing local culture.

4. Finding and Discussion

In this research, there were three focuses to be analyzed by the researcher. First, the analysis of students' speaking ability in describing local culture viewed from fluency. Second, the analysis of students' speaking ability in describing local culture viewed from grammar. Last, the analysis of students' speaking ability in describing local culture viewed from comprehension. After analyzing students' speaking ability of the tenth grade at SMAN 5 Padang, the research finding for students' speaking ability is shown into the following table:

Table 1: Final Result of Students' Speaking Ability

	Fluency	Grammar	Comprehension
Total Score	3157.5	2975	2917.5

Number of Students	36	36	36
Mean Score	87.71	82.64	81.04
Category	Good	Good	Good

The findings of this research of this research were proved by by the previous researches related to the analysis of students' speaking ability. The first research was done by Sumiyati (2012) entitled *An Analysis of Students' Oral Performance of Speaking Ability in MAN Sidoarjo*. The finding of this research showed that performance assessment is very useful in improving students' speaking ability. The second research was done by Anggi (2015) entitled *An Analysis of Senior High School Students' Speaking Ability in Retelling Narrative Text at Eleventh Grade of SMA N 10 Padang*. The finding of this research showed that the use of genre is very effective for students' speaking ability. It develops students' communicative language by paying attention to language features and generic structures. The third research was done by Asperina (2016) entitled *An Analysis of Students' Speaking Ability and Problems of Recount Texts at Grade Tenth of Senior High School 2 Bayang*. The finding of this research showed that many students still have difficulties to speak English based on its language rules. Last, the research was done by Naskah, et al (2018) entitled *The Students' Speaking Ability in Describing Product Viewed From Grammar and Comprehension at SMK N 3 Padang*. The finding of this research showed that students' speaking ability viewed from grammar and comprehension can be cateogrized as good category.

1) Students' Speaking Ability viewed from Fluency

Based on the finding of students' speaking ability, it presented that the students' speaking ability viewed from fluency was categorized as good with mean score 87.71. The researcher found that 30.56 % students as very good category, 58.33 % students as good category, and 11.11 % students as fair ability. It can be seen in the table below!

Table 2: Students' Scores on Speaking Ability Viewed From Fluency

Students' Code	Fluency		Mean Score	Category
	Scorer 1	Scorer 2		
Student 1	75	80	77.5	Fair
Student 2	90	95	92.5	Very Good
Student 3	90	90	90	Good
Student 4	85	90	87.5	Good
Student 5	85	85	85	Good
Student 6	95	95	95	Very Good
Student 7	95	95	95	Very Good
Student 8	80	90	85	Good
Student 9	80	80	80	Fair
Student 10	85	90	87.5	Good
Student 11	80	85	82.5	Good
Student 12	80	80	80	Fair
Student 13	85	90	87.5	Good
Student 14	85	85	85	Good
Student 15	95	100	97.5	Very Good
Student 16	90	100	95	Very Good
Student 17	90	90	90	Good
Student 18	90	90	90	Good
Student 19	85	90	87.5	Good
Student 20	85	85	85	Good
Student 21	90	100	95	Very Good

Student 22	80	80	80	Fair
Student 23	90	90	90	Good
Student 24	85	85	85	Good
Student 25	100	100	100	Very Good
Student 26	85	85	85	Good
Student 27	85	85	85	Good
Student 28	85	90	87.5	Good
Student 29	100	100	100	Very Good
Student 30	90	95	92.5	Very Good
Student 31	80	80	80	Good
Student 32	90	90	90	Very Good
Student 33	80	85	82.5	Good
Student 34	85	90	87.5	Very Good
Student 35	80	80	80	Good
Student 36	80	85	82.5	Good

2) Students' Speaking Ability viewed from Grammar

Based on the finding of students' speaking ability, it presented that the students' speaking ability viewed from grammar was categorized as good with mean score 82.64. The researcher found that 13.89 % students as very good category, 47.22 % students as good category, and 38.89 % students as fair category. It can be seen in the table below!

Table 3: Students' Scores on Speaking Ability Viewed From Grammar

Students' Code	Grammar		Mean Score	Category
	Scorer 1	Scorer 2		
Student 1	80	90	82.5	Good
Student 2	90	95	92.5	Very Good
Student 3	90	95	92.5	Very Good
Student 4	85	80	82.5	Good
Student 5	80	80	80	Fair
Student 6	90	95	92.5	Very Good
Student 7	85	90	87.5	Good
Student 8	75	75	75	Fair
Student 9	75	70	72.5	Fair
Student 10	80	75	77.5	Fair
Student 11	80	85	82.5	Good
Student 12	70	70	70	Fair
Student 13	70	70	70	Fair
Student 14	70	75	72.5	Fair
Student 15	85	90	87.5	Good
Student 16	80	80	80	Fair
Student 17	80	85	82.5	Good
Student 18	80	80	80	Fair
Student 19	80	80	80	Fair
Student 20	90	85	87.5	Good
Student 21	90	90	90	Good
Student 22	80	85	82.5	Good
Student 23	80	85	82.5	Good
Student 24	80	80	80	Fair
Student 25	90	100	95	Very Good
Student 26	80	85	82.5	Good
Student 27	80	80	80	Fair
Student 28	85	85	85	Good
Student 29	85	90	87.5	Good
Student 30	90	95	92.5	Very Good
Student 31	80	85	82.5	Good
Student 32	80	85	82.5	Good
Student 33	80	85	82.5	Good
Student 34	80	80	80	Fair
Student 35	80	80	80	Fair
Student 36	80	85	82.5	Good

3) Students' Speaking Ability Viewed from Comprehension

Based on the finding of students' speaking ability, it presented that the students' speaking ability viewed from comprehension was categorized as good with mean score 81.04. The researcher found that 13.89 % students as very good category, 44.44 % as good category, and 41.67 % as fair category. It can be seen in the table below!

Table 4: Students' Scores on Speaking Ability Viewed from Comprehension

Students' Code	Comprehension		Mean Score	Category
	Scorer 1	Scorer 2		
Student 1	70	75	72.5	Fair
Student 2	95	95	95	Very Good
Student 3	90	90	90	Good
Student 4	80	85	82.5	Good
Student 5	70	75	72.5	Fair
Student 6	75	75	75	Fair
Student 7	75	80	77.5	Fair
Student 8	70	70	70	Fair
Student 9	70	65	67.5	Fair
Student 10	90	90	90	Good
Student 11	70	65	67.5	Fair
Student 12	65	65	65	Fair
Student 13	65	65	65	Fair
Student 14	65	65	65	Fair
Student 15	85	85	85	Good
Student 16	85	90	87.5	Good
Student 17	90	95	92.5	Very Good
Student 18	90	95	92.5	Very Good
Student 19	90	90	90	Very Good
Student 20	85	90	87.5	Good
Student 21	85	90	87.5	Good
Student 22	80	85	82.5	Good
Student 23	85	90	87.5	Good
Student 24	75	85	80	Fair
Student 25	100	100	100	Very Good
Student 26	85	80	82.5	Good
Student 27	75	75	75	Fair
Student 28	85	90	87.5	Good
Student 29	80	85	82.5	Good
Student 30	85	80	82.5	Good
Student 31	75	85	80	Fair
Student 32	80	85	82.5	Good
Student 33	85	85	85	Good
Student 34	80	85	82.5	Good
Student 35	70	75	72.5	Fair
Student 36	75	80	72.5	Fair

5. Conclusion and Suggestion

5.1 Conclusion

It can be concluded that students' speaking ability viewed from fluency was categorized as good with mean score 87.71. Then, students' speaking ability viewed from grammar was categorized as good with mean score 82.64.

Last, students' speaking ability viewed from comprehension was categorized as good with mean score 81.04. Most of students at SMAN 5 Padang have good ability in speaking English although some problems found in students' grammar and comprehension.

5.2 Suggestion

This research suggested next researchers and English teachers for making better learning and teaching speaking English. It is suggested for English teachers to give the students more opportunities for speaking in English in order to improve and develop students' speaking ability. Then, English teachers should explain the students how to speak English well based on appropriate speaking aspects, such as fluency, grammar, and comprehension.

6. Acknowledgement

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