REPRESENTASI KEMAMPUAN BERBICARA (*SPEAKING*) DAN TATA BAHASA (*GRAMMAR*) SISWA SMA SEDERAJAT DI KOTA PADANG SIDEMPUAN

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Abstract

This study aims to determine the representation of speaking ability and grammarThe sample of this study was students in five high schools (SMA) in Padangsidimpuan, with a sampling technique by using cluster random sampling. This research is a correlation research with descriptive quantitative data collection techniques. The tool used in this study is speaking performance rubric to measure students' speaking ability, while to measure students' vocabulary mastery using the multiple choice test. To analyze the data in this study, the author used descriptive statistics (individual score, mean score) and inferential statistics (pearson product moment correlation) to calculate variables of vocabulary mastery and speaking skills. The results of this study represented that for the level of vocabulary and speaking achievement of students was at a good level. Researchers also found that there was a positive correlation between vocabulary mastery and students' speaking ability with a correlation significance of 0.943. The correlation is classified as a close correlation, meaning that the two variables have a strong correlation. Based on the results of the study, it can be concluded that the representation of students' speaking ability and vocabulary mastery is positively correlated, meaning that the highest level of vocabulary mastery then the level of speaking is also high. Therefore, teachers who play a role in controlling students in the teaching and learning process are also important to know the improvement of vocabulary and speaking ability.

Keywords: speaking, vocabulary

1. INTRODUCTION

The development of the digital world and human civilization, there have been developments in technology and language in various aspects of human life. One aspect that has seen an increase in language development can be seen from today's massive technology. Technological developments have an impact on the importance of language mastery, which is basically the use of technology in the world of education, namely language and grammar.

This significant development aims to support human resources in increasing competitiveness, especially in the era of revolution industry 4.0 towards to the Society Era of 5.0.[1]

One of the interesting issues to study related to good command of English is grammar. The main function of language is to communicate. In communicating, every speaker must try to convey what is in his mind well and clearly. He wants his message to be well understood by listeners. However, this is sometimes difficult to accomplish; the process of transmitting the message is frequently hampered by a variety of issues, including interference and insufficient language abilities (including grammar and vocabulary), both of which are common among language learners.

If viewed from its function, English is an international language that must be mastered, especially in modern times like today. Language mastery includes various abilities (skills), including the ability to hear (listening skills), read (reading skills), write (writing skills), and speak (speaking skills). Practically, these four types of abilities are very supportive. For example, your ability to speak English will be honed with lots of practice, plus good grammar mastery.[2]

One of the obstacles and obstacles to Human Resources in the international world and the world of work is due to the ability to master international languages, coupled with the MBKM program by the *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*.

The MBKM offered will really not be able to be utilized by a group of students, where the world of business, industry, education, social, economic and cultural demands several skills, namely *communication, collaboration, critical thinking, computation, compassion*, and *creativity skills*.

One thing that can be applied in dealing with obstacles and problems in the development and revolution of civilization is needs analysis (*Need Analysis*), where the basic constraints and problems are rooted, so as to minimize obstacles that are likely to recur in the future, both at school and university level, so that the world of education has a concrete contribution to changes in learning and teaching methods.

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[1] Alqahtani, Mofareh. (2015). Pentingnya Kosakata dalam Pembelajaran Bahasa dan Cara Diajarkan. Jurnal Internasional Pengajaran Pendidikan.

[2] Anova, Candra. D K. (2013). Hubungan Penguasaan Kosakata Mahasiswa dan Keterampilan Berbicara pada Semester V Program Studi Bahasa Inggris Universitas Pengaraian. diterbitkan Yogyakarta: Pasir Tidak diterbitkan.

The teaching and learning process is no longer just listening to the teacher's explanation of material in the classroom, but students can also study it anytime, anywhere, and with anyone, so that students will be motivated to take part in the learning process, not just as a school's subject, but as preparation for skills or expertise in the world of work and the world of further education (university). Apart from that, Language Skills enable educational processes between nations, such as Student Exchange, Summer Course, Indonesian International Student Mobility Awards (IISMA), and Overseas Scholarships.

In the other hand, they are required to have an ability to be easier to obtain facilities or areas or language communities to facilitate communication about the international world, so that it will have an impact on the learning process that is followed at school and can be more active in participating in learning activities, which basically needs to be proven through research. This research aims to provide a basis and rationale for overcoming the problems of students' use of English in Padangsidimpuan, the facilities to support the teaching and learning process at the institution in question.

Nation in Alqahtani (2015), "In English as a second language (ESL) and English as a foreign language (EFL), vocabulary study is essential for all language skills." This means that learning vocabulary can help students articulate their thoughts or feelings about a subject more effectively.   This implies that vocabulary and speaking abilities are tightly associated (Tawarik, 2021). Speaking is one of the four language abilities, and it is the primary function of language as a communication tool. Students must practice effectively communicating their ideas, opinions, and thoughts. [3]

Oral and written communication are the two categories into which humans often engage in communication. Oral communication takes the form of speaking, which is mostly done by people. Speaking is a useful verbal skill. In more detail, speaking can be described as a system of signs that can be heard and that makes use of the articulatory sounds and muscular tissue of humans to express and convey ideas, thoughts, and feelings. Speaking is seen as a type of human behavior that utilizes a wide range of physiological, psychological, neurological, semantic, and linguistic elements, making it a crucial instrument for social control (Tarigan, 2008: 16). This comprehension demonstrates unequivocally that speaking

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[3] Baker, Joanna., Westrup, Heather. (2003) Keterampilan Berbicara Penting. Kontinum: VSO Inc.

involves pronouncing words in a way that seeks to communicate the meaning—be it ideas, feelings, or thoughts.

Experts claim that depending on the goal and function, there are several ways to communicate ideas, messages, or thoughts. Keraf (in Slamet, 2009a: 38) distinguishes between three categories of speech: persuasive, instructional, and recreational. Typically, this kind of persuasive speech may uplift, persuade, and motivate people to act. Wanting reactions from listeners to get inspiration/inspiration or arousing emotions to get conformity with opinions, intellectuals, and even actions from listeners. The listener must respond to this kind of instructive/informative speech by demonstrating right comprehension. This kind of conversational speech is enjoyable and aims to elicit curiosity and enthusiasm from the audience. In the meantime, conference speaking, which includes group discussions, parliamentary processes, and debates, and public speaking, which includes notification, kinship, persuasion, and negotiation, are the two categories into which Haryadi and Zamzani (in Slamet 2009b: 38) split the sorts of speaking.

Taking into account these multiple assertions, it can be said that speaking is fundamentally the vocalization of one's ideas and emotions. Speaking ability in this sense can be defined as the capacity to produce articulatory sounds or utter words in order to communicate thoughts, ideas, and feelings. A range of persuasive, educational, entertaining, and effective tones, stresses, and pause locations are used to convey information to listeners.

A person's capacity to employ ideas, logic, and actions to do tasks quickly and effectively is referred to as their skills. When it comes to speaking, someone might be considered skilled if they can communicate clearly and effectively. There are a number of linguistic and non-linguistic elements that contribute to speaking effectiveness, according to Arsjad and Mukti (1991: 87). Correct pronunciation, length, stress placement, suitable speaking tone, word choice, and the use of cohesive sentences are all examples of linguistic aspects. Meanwhile, non-language factors include speaking flexibility, visual contact with the listener, appropriate movements and expressions, adequate voice volume, speaking fluency and mastery of the material. Apart from language and non-language factors, speaking skills also consist of four aspects, namely social, semantic, phonetic and vocal skills. Social skills are the ability to participate effectively in social relations. Social skills require that we know what to say, how to say it, where to say it, and when not to say it. Semantic skills are the ability to use words appropriately and meaningfully. To acquire semantic skills, we must have extensive knowledge regarding the meanings contained in words as well as the accuracy

and practicality in using these words. Phonetic skills are the ability to form the phonetic elements of our language correctly. This skill is needed because it contributes to determining social approval or rejection. Vocal skills are the ability to create the desired emotional effect with the voice.[4]

At the end of each period in a learning process, an assessment of the learning performance results needs to be held. This assessment can be obtained through tests given to students. Tests are a tool to measure/know students' abilities in following the ongoing learning process. In principle, the exam/test of students' speaking skills is focused on speaking practice tests. The assessment in the speaking skills test consists of two things, namely linguistic and non-linguistic factors (Nurgiyantoro, 1995a: 152). Assessment of linguistic factors includes pronunciation/pronunciation, grammar/language structure and vocabulary/vocabulary. Meanwhile, the assessment of non-linguistic factors according to Nurgiyantoro (1995b: 152) includes calmness when speaking, voice volume.[5]

2.2 Grammar (*Grammar*)

Language is essentially a medium for communicating in all aspects of life which is very important for humans, both formal and informal. Language plays an important role in people's lives, with language members of society can communicate and interact with each other in society. As stated by Finnochiaro, (2014): "English As a Second Language: From Theory to Practice" as follows: "Language is a system of arbitrary vocal which allows all people in a given culture, or other people who have learned the system of that culture to communicate or to interact."

Quirk, (2015) stated his opinion: "A Comprehensive Grammar of the English Language", "English is used principally for internal purposes as an international language, for speakers to communicate with other speakers chiefly as an international language." The purpose of this statement clearly states that English is used as an international language used by one speaker and another speaker to communicate in an international language.

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[4] Bernstein, Stephen., Bernstein, Ruth. (1999). Teori dan Permasalahan Unsur Statistik. New york: The McGraw-Hill Companies, Inc.

[5] Brown, H. Douglas. (2004). Prinsip Penilaian Bahasa dan Praktik Kelas. New York: Pearson Education Inc.

Halliday (2014:25) "Grammar is designed to bring a study of wording, but one that interprets wording by reference to what it means." Grammar was created to study words that are interpreted through interpreting the meaning of the words themselves. So that grammar/grammar functions as a form of learning regarding the arrangement of words so that understanding the meaning of words can be interpreted well and precisely. Mastery of grammar as one of the functions of language really supports students to have listening skills. Basically, the arrangement of words must be in accordance with correct writing rules, this is to avoid understanding the different meanings of these words. A listener who is able to rearrange the words conveyed by the speaker into a sentence can certainly be said to have mastered the rules or rules of grammar, especially English grammar, in the process of structuring the language.

From the definition above, it can be concluded that grammar is the rules or rules used in language. Therefore, students must understand it first in order to be able to use language as a means of expressing it verbally and in writing properly and correctly. These lessons are mandatory for students to learn at school. Grammar is part of the study of language forms which is a unity between the sound system, vocabulary and sentence structure or syntax. Language structure is also the rules for forming words into sentences.

Nurgiyantoro (2014: 338) states that vocabulary is the wealth of words owned by (found in) a language. This is in accordance with the opinion of Djiwandono (2011: 126) that vocabulary is defined as a group of words in the form of loose words with or without affixes and is a combination of the same or different words; each has its own meaning. This opinion is also supported by Keraf (2010: 80) who states that vocabulary is all the words owned by a person which will quickly cause a reaction when heard or read. Chaer (2011: 131) states that Indonesian vocabulary is all the words found in Indonesian. Tarigan (2015: 2) states that a person's language competence is demonstrated by the quantity and quality of the vocabulary they have. This means that the more vocabulary, the more skilled a person will be in language. In turn, good language skills will have an impact on a person's success in life.[6]

The research objectives include: 1) as a rationale for overcoming linguistic (speaking) problems and the use of grammatical rules, 2) reference material and guidance for preparing

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[6] Loraine, Susie. (2008). Developing.Boston.MA: Duper Publication. Vocabulary Super Mehring, Jeff G. 2005). Mengembangkan Kosakata dalam Akuisisi Bahasa Kedua. Singapura: Jurnal RELC. Ross, NK. (2005).

linguistic study materials for the next level of education, 3) preparation *soft skills* (Human Resources) in facing the era of globalization.

2.3 Speaking

Speaking is one of the most challenging abilities for teachers to teach and one of the most challenging talents for students to acquire. According to Richard and Renandya (2004), speaking is a challenging task for learners of English as a second language. It will be challenging for learners to communicate verbally in a social setting using the appropriate language; it will take more work for learners to be able to do so. This is corroborated by Caroline (quoted in Nurdin, 2020), who said that speaking is a fundamental form of communication that students need to acquire in order to connect with others in society.

Speaking can also refer to the capacity for spoken communication with another person, with the goal of expressing one's thoughts or opinions.

Speaking, in Hornby's definition from 2005, is any activity that involves having a conversation, including making mention of things, introducing yourself, extending a greeting, and even using words to convey feelings. Speaking, according to Torky (2006), is one of the language skills that tries to accomplish a given objective or to use language to represent a purpose or point of view. It is evident that speaking needs to be directly connected to welcoming people, having everyday conversations, and even trying to express oneself through language.

According to Leong and Ahmadi (2017), speaking is one of the most crucial language development abilities for efficient communication. They also note that speaking is one of the more challenging learning objectives for students. Furthermore, Leong and Ahmadi (2017) noted that a lot of pupils struggle to articulate themselves verbally. Because the goal of learning English is to be able to communicate with others, people typically believe that mastering speaking techniques equates to understanding the language. Another explanation is that speaking is a vital component of communication and is used as a means of fostering interpersonal connections.

Being a fluent English speaker is not simple, though. According to Syafraddin et al. (2013), speaking English can be difficult due to a variety of factors, such as a lack of vocabulary, poor pronunciation, and grammatical errors. Fluency in speaking English is also influenced by one's capacity to process language and its components, such as grammar and pronunciation. The ability to speak English well requires a strong grasp of grammar. This is

consistent with the assertion made by Jaya et al. (2022) that there are multiple speaking-related issues that can be divided into three categories.

Speaking is a productive talent since it generates a product, or something in the shape of a sentence. Speaking is a very difficult talent, according to Ilham et al. (2019), because it combines a number of different elements, including language, sound, word structure, and more. Speaking is also a productive skill that generates something in order to be able to communicate with others. Speaking is an active skill in another sense. In particular, learners must acquire a great deal of vocabulary, word structure, and grammar before they can construct their own sentences when speaking with others. Writing and speaking are therefore considered productive and active skills (Rao, 2019).

Drawing from various interpretations of what speaking entails, it is clear that speaking is one of the trickier abilities for pupils to learn, yet it is a necessary talent for anyone wishing to converse verbally with others. Speaking is classified as a complicated skill as it incorporates sound and a number of other components, but it also falls under the category of productive abilities because it results in sentences that are created entirely on its own.

2. RESEARCH METHOD

2.1 Research Design

This research is field research with a qualitative descriptive method. Field research is research to obtain data that actually occurs in the field. Arikunto (2012:238), said that in this case, looking for data on whether there is a relationship between variables and if there is some close relationship and whether the relationship is meaningful or not. Azwar (2011:5), also explains that being quantitative means emphasizing analysis of numerical data (numbers) obtained using statistical methods.[7]

The type of research used in this research is survey research. The population referred to in this research is all students in class X and XI, totaling 150 students. The sample size in this study uses the Slovin formula, which is as follows:

$$n = \frac{N}{1 + Ne^2}$$

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[7] Creswell, John W. (2012). Penelitian Pendidikan Boston: Education Inc. Pearson.
Creswell, John W. (2009). Desain Riset Edisi Ketiga. Los Angeles: Sage Publication Inc.

2.2 Population and Sample

The population in this study is a representation of five (5) high schools in Padangsidimpuan City. As stated by Creswell (2012: 142) states "a population is a group of individuals who have the same characteristics" meaning that a population is a group of groups consisting of individuals who have the same characteristics in which the researcher will conduct research in it."

This is also reinforced by Urdan (2005: 1), "Population is an individual or group that represents all members of a particular group or interest category". This means that the population is all members of a certain group who are categorized as interested. The population in this study were students from five (5) class.

The population in this study is as follows in table 2.1:

Table 2.1 Population

No	School	Number
1	SMK N 1 Padangsidimpuan	230
2	SMK N 3 Padangsidimpuan	198
3	SMA Swasta Darmais	95
4	MAN 1	231
5	SMA N 6 Padangsidimpuan	213
Total		**967**

Meanwhile, the samples in this study are as shown in table 2.2 below:

Table 2.2 Sample

No	School	Number
1	SMK N 1 Padangsidimpuan	15
2	SMK N 3 Padangsidimpuan	15
3	SMA Swasta Darmais	15
4	MAN 1	15
5	SMA N 6 Padangsidimpuan	15

Total	**75**

In selecting the sample in table 2.2 above, the researcher chose a sample selection technique. In this research, researchers used Cluster Random Sampling to select data. Cluster sampling is a technique for selecting groups not individually and all members of the selected group have the same characteristics. Because this statement encourages researchers to select samples through cluster random sampling by randomly selecting classes from the population as class samples. The sample selection technique is that the researcher distributes interview sheets and questionnaires to several classes, then only students who fill in the sheets given are the samples in this study.

2.3 Data Collection Instruments

Measurement techniques are used to obtain quantitative data aimed at measuring variables. In this study, researchers provided two tools to collect data, namely: Vocabulary Test and Speaking Performance Test Document. As noted by Ary et al (2010:201), a test is a set of stimuli presented to an individual to obtain a response on the basis of a numerical score that can be given.

So, researchers use tests to collect students' achievement scores in vocabulary mastery. The vocabulary mastery test is made in several options. To determine the validity and reliability tests in this research, researchers used a tryout test with 45 questions. From the 45 test questions, 30 questions were obtained that were valid and reliable so that the total questions given to the sample were 30 questions that had been validated and reliable.

2.4 Data analysis

To find out the answers to research questions, data analysis procedures are needed. Because most of the data is intervals and in numbers. So researchers used the SPSS V.25 application to help researchers analyze data using formulas in SPSS V 25.

Academic researchers generally use statistical programs that are available as software programs for desktops or laptops. The types of formulas that the authors use to analyze data are individual scores, mean scores, standard deviations, Pearson or Wilcoxon correlation tests, f distribution tests.

In this study, researchers collected data from tests and performance on speaking rubrics. Speaking rubric tests and performance are used to determine the level of student mastery of vocabulary and speaking skills, whether vocabulary and speaking skills correlate with each other.

Data analysis used the Pearson correlation test. The Pearson correlation test is used to test the correlation hypothesis between two samples if the data is in an interval or ratio. Then the Pearson correlation results are compared with the r table to find out which hypothesis is accepted or rejected.

3. RESULTS AND DISCUSSION

Research result

3.1 Speaking Mastery Results

The results of students' achievement of speaking skills are presented in table 3.1 below:

Aspect	N	Min.	Max.	Num	Means	Std. Deviation
Speak	25	50	85	1775	71	9.57

From table 3.2, the researcher can conclude that the average score of students' individual speaking skills is 71. This means that the achievement of students' speaking skills from the table shows that students are at a medium level score of mastery of speaking skills.

The author can classify this data as achievement media. From table 3.2, the minimum score obtained by students is 50 and the maximum score obtained by students is 85. The standard deviation is 9.57. Researchers can conclude from the data in table 4 that the data

shows that students' speaking abilities are at a medium level of achievement. This means that students have moderate speaking skills in English subjects.

The researcher can conclude that the average score for students' speaking skills achievement is 71. The maximum score obtained by students is 85. The minimum score obtained by students is 50 and the standard deviation is 9.57. The author concludes that students have a moderate level of understanding regarding the achievement of students' speaking skills.

3.2 Vocabulary Mastery Results

Researchers present students' vocabulary mastery in table 3.2 below:

Aspect	N	Min.	Max.	Jl.	Means	Std. Deviation
Speak	25	30	86.6	1749	69,9	14.3

Researchers can conclude that the average individual student vocabulary mastery score is 69.9992. This means that the achievement of students' vocabulary mastery from the table shows that students are at a medium level of achievement of vocabulary mastery. The author can classify this data as achievement media.

It is also known from table 3.1 below that the minimum score obtained by students is 30.00 and the maximum score obtained by students is 86.67. The standard deviation is 14.30. Researchers can conclude from the data in table 3.1 that the data shows that students' vocabulary mastery is at a medium level of achievement. This means that students have moderate vocabulary mastery in English.

4. CONCLUSION

Based on the analysis of data obtained from the discussion of the research results, the researcher determined conclusions about this research. The researcher concluded that the

level of achievement of vocabulary and speaking skills of high school level students in Padangsidimpuan City was obtained by calculating the average score formula and obtained the results of the level of achievement of students' vocabulary and speaking skills. Achievements are at a good level.

The correlation between vocabulary mastery and students' speaking skills is calculated using the Pearson-Product Moment Correlation formula and the result is that the calculated r value is higher than the r table, meaning Ha is accepted, which means there is a correlation between vocabulary. Researchers also concluded that the level of significant correlation between vocabulary mastery and speaking skills is included in the near positive correlation category (Taken from Cohen et al 2007:536), which means that vocabulary mastery and speaking skills have a strong correlation. and as vocabulary achievement increases, speaking achievement also increases.

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