

## THE STUDENTS' ENGLISH SPEAKING COMPETENCE BASED ON KTSP CURRICULUM

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### ABSTRACT

The primary aim of this research is to investigate and measure level of students' competency based on *KTSP* Curriculum in English Speaking Skill at second grade students of SMAN 1 Ciligrang-Banten. In this research, the writer used quantitative method. The result of data analysis indicate that the scores and students' competence levels of English speaking skills are; pronunciation 3,38 (*average level competence*), grammar 3,61 (*high level competence*), vocabulary 3,23 (*middle level competence*), fluency 3,42 (*middle level competence*), and comprehension 3,47 (*middle level competence*). The writer calculated and concluded whole data and the cumulative data is 3,49. If the Mean score is identified in the qualitative scale, the result is in the distance of 3,5-4,5 (60%) It means that level of students' competence in English Speaking skill is in *intermediate level*.

*Keywords:* Students' Competence, *KTSP* Curriculum, and Speaking Skill

### A. INTRODUCTION

Human cannot be separated from their language. They need a tool in the form of language to communicate and to interact with other people. In line with this, Wardhaugh (1972:3), as cited in Alwasilah (1992:3) emphasize that "language is system of arbitrary vocal symbol used for human communication." Communication is an exchange of knowledge, information, ideas, opinions, and feeling among people. There are four components of language skills, namely listening, speaking, reading and writing. In line with this, Nida (1997:9) say that "the one which is very important in communication is speaking skills". According to Tarigan (1986:3) speaking is communication by speech by arranging the words and sentences that are conveyed orally. Linguist says that "speaking is language", speaking is the capability of language skills that is developed in childhood it is beginning with listening skills. Certainly speaking has close relation with vocabulary development, which is required by children through reading and listening activities.

Nowadays, the curriculum have been changing from School Level Based Curriculum (*KTSP*) to Curriculum 13 (*KURTILAS*), but not all schools have been implementing *KURTILAS*, the only some schools with qualification standar fulfilment that can implement the Curriculum 13. For students who learn English in formal school they must have the competency in speaking skills, and this is based on *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) or the School Level Based Curriculum and specifically on *KD* (*Kompetensi Dasar*) or Basic Competency.

The students have to master Basic Competence, because competence is the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (within or outside academia). But, to attain the best level of students competency is very difficult and still have many problems for students and teachers to attain good level in speaking competence. The teacher has hard effort to guide the students in

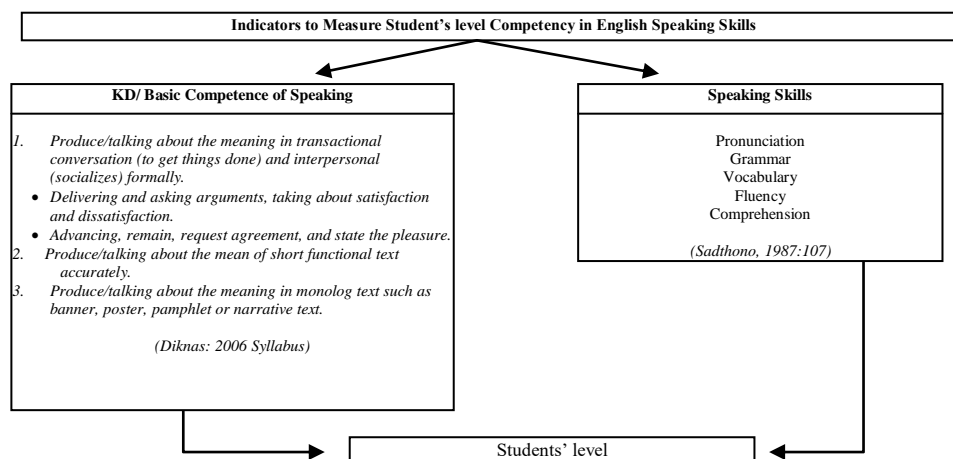
learning speaking, but they still have low level competence. The statements above give assumptions such as language operates in a regular and systematic fashion, language is basically oral, and that the oral symbols represent meaning as they relate to real life situation and experience and language has a social function, without language society would not exist.

SMAN 1 Ciligrang has been applying *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or the School Level Based Curriculum. The school emphasizes speaking skills as the way of entering English language to the students. This is aimed to develop oral skills of the students in learning English. Meanwhile, the writer chooses students' level competency because competency is crucial aspect then become the barometer of the learning successfully. Studied English for several years still face some difficulties in increasing their English skills especially speaking. Many factors can be seen from: the students themselves, their motivation and interest, teacher personality, method, and environment. Finally, from the problems above, the writer purposes to investigate this study by measuring the student's competency in speaking skills which is based on *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or the School Level Based Curriculum at Senior High School1 Ciligrang

To point the research clearly, the writer formulates the problems by deciding the title "Students' English Speaking Competence Based on *KTSP Curriculum*" (A Case study at second grade of science of SMA N 1 Ciligrang-Banten). The primary aim of the research is to measure level of student competency based on *KTSP curriculum* in speaking skills. The writer determines the formulation of research such as: How high is the level of English speaking ability based on *KTSP Curriculum*? And are there any significant problems in exploring the competence in English speaking ability at Senior High School of SMA N 1 Ciligrang based on *KTSP Curriculum*? The purposes of research are to Know the level Students' competence in English speaking ability based on *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or the School Level Based Curriculum and to know the significant problems in exploring the competence in English speaking ability at SMAN 1 Ciligrang based on *KTSP Curriculum*.

Moreover, there are some significance of research such as: to give a positive contribution to all people who is involving education, such as teacher, students, the other researchers, and the writer himself and Enrichment the strategy of the teacher in teaching to the students in increasing their ability in speaking. There are four indicators to measure the level of students' competency in English speaking ability namely: pronunciation grammar, vocabulary, fluency, comprehension. See the table to makes the description above clear.

**Table 1**  
**Significance of the research**



Empirically, research has consistently related oral competency and communication training and development to academic and professional success (Curtis et al., 1989; Rubin and

Graham, 1988; Rubin et al., 1990). So the writer can conclude that if the students have low level competency in speaking ability, it can influence to their achievement in English skills. But if they have good competency in this, they will get the high level in English skills. In this opportunity, the writer has the main purposes of the investigation at the Second Grade of SMA N 1 Ciligrang. To know their English speaking ability objectively, the writer uses testing hypothesis by criterion of acceptance H with the formula bellows:

$H_0$  is accepted if  $t_{1-1/2} < t < t_{1-1/2_{oc}}$  in which  $t_{1-1/2_{oc}}$  is obtained from  $t_{table}$  of distribution of  $t$  with  $df = (n_1 - n_2 - 2)$  and with opportunity  $(t_{-1/2_{oc}}) (n_1 - n_2 - 2)$  or:  $-t_{table} < t_{count} < t_{table}$ .

- a. If the criterion of acceptance is received, so there are no significant problems for students in English speaking ability.
- b. If the criterion of acceptance is not received, so there are significant problems for students in English speaking ability.

## B. LITERATURE REVIEW

### 1. Definition of Competence

Competence is the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (within or outside academia). Every aspect in life of course has competence. Either teacher or students they must have competence to support their position in academic good level. Based on Government regulation number 19 years 2005 about education national standard in chapter 1 it is including about general role in point 4. That standard competence is out-put skill qualification that is including attitude, knowledge, and competence or skill. So that competence has legality from our government to be applied in education system.

### 2. Kinds of Competence

The concept of competence has different meanings, and continues to remain one of the most diffuse terms in the management development sector, and the organizational and occupational literature (Collin, 1989). The kinds of competences, they are: Occupational competence, Competency based interview, Social/cultural competence.

**Goal: Communicative Competence;** Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

### 3. Applying Competences in EducationField

There is a growing interest in the concept of 'competence learning' in various areas of education, training, and professional development. And competence is part of curriculum and has important position. Competences are commonly assumed to represent more than the levels of knowledge and skills and to account for the effective application of available knowledge and skills in a specific context. But, with this trend the term 'competence' is being used in many different ways. How are competencies thought to relate to knowledge, skills, and attitudes, and what meaning and validity do various claims about competences have? The competence concept is quite troublesome and it is argued that the term has no significance beyond that which is associated with the term 'skills'.

- a. **Urgency Competences in Curriculum** the concern with competency is very close to technical or product approaches to curriculum making. (As a starter the writer want to use Shirley Grundy offers one of the simple definitions of curriculum'. It is a way of organizing a set of human educational practices' (Grundy 1987: 5).
- b. **Curriculum as Process** this leads me to consider a second model of curriculum: curriculum as process or as practice to bring out some of the contrasts.
- c. **To Have Competence** To have competence is to have the possibility, by performing a special kind of act, to change legal positions. To gain a better understanding of the nature of this possibility we may distinguish between (i) competence as permission, (ii) competence as a practical possibility, and (iii) competence as (what we might call) a hypothetical possibility. (Lars Lindahl, 194:1) Let us treat these notions in this order.

- d. **Measurement of Students' Competence** to measure students' competence we can make test to the students, to know their cognitive, affective, and psychomotor capability. And one of the examples is students' goal orientations and cognitive engagement in classroom activities. (Meece, Judith L.; Blumenfeld, Phyllis C.; Hoyle, Rick H. *Journal of Educational Psychology*. Vol 80(4), Dec 1988, 514-523)

#### 4. Definition of Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. According to Tarigan (1986:3) speaking is communication by speech by arranging the words and sentences that are conveyed orally. Linguist says that "speaking is language", speaking is the capability of language skill that is develops in childhood it is beginning with listening skill. Certainly speaking has close relation with vocabulary development, which is required by child through reading and listening activities.

#### 5. English Speaking Difficulties

It is understandable that students have difficulties when they express their ideas in speaking. They usually do not know how to overcome those difficulties. According to Brown (1994:256) English speaking has following difficulties:

- a. Clustering; fluent speech is phrasal, not words by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- b. Redundancy; the speaker has an opportunity to make meaning cleaner through the redundancy of language. Learner can capitalize on his features of spoken language.
- c. Reduced forms; contractions, reduced vowels etc. form special problems in teaching spoken English. Students who do not learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
- d. Performance variables; one of the advantages of spoken language is that the process of thinking, as we speak, allows us to manifest a certain number of performance hesitations, pauses, backtracking, and correction. One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.
- e. Colloquial language: the words, idioms and phrases of colloquial language have to get practice in producing these forms.
- f. Rate of delivery; another salient characteristic of fluency is rate of delivery. The learners have to achieve an acceptable speed along with other attributes of fluency.
- g. Stress, rhythm, and intonation; this is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and it is intonation patterns convey important messages.
- h. Interaction; learning to produce waves of language in a vacuum-without interlocutors would rob speaking skill of it is richest component: the creativity of conversation negotiation.

#### 6. The Indicator of Speaking

Speaking is a complex skill requiring the simultaneous, use of a number of different abilities which often develop at different rates. Here are listed the component or indicator of speaking which is generally recognized in analyses of the speech process; pronunciation, grammar, vocabulary, fluency, and comprehension (David P Harris, *Testing English as a second language*, P 81).Furthermore Bygate in Carter and Nunan (2001:16) says that the the major in speaking process are foursuchas; components, conceptualization, formulation, articulation and self monitoring. It is clear as face to face interaction speaking is not an easy thing in this case is English speaking for us as a foreign people.

#### 7. Level of Students Competencies in English Speaking

There are five phases that the teacher and learners can follow (adapted from the five phases of the CALLA instructional sequence, Chamot & O'Malley, 1994; Chamot et al., 1999).

Firstly, the teacher needs to diagnose learners' level of strategy use. Secondly, the teacher can offer learners knowledge to know the characteristics, effectiveness, and applications of socio-affective strategies. Thirdly, in order to offer hands-on practice for Students to use socio-affective strategies, collaborative works with classmates are effective in this phase (Chamot, 1999). Fourthly, giving Students chances to evaluate the usefulness of socio-affective strategies is critical in this phase (Chamot, 1999). Finally, the optimal goal of language learning strategies is to guide students to become better, autonomous, and confident learners (Chamot, 1999).

**Table 2**  
**Six Levels of English Program**

No	Level	Approximate equivalent
1	Elementary	1.0 – 2.0
2	Pre-Intermediate	2.0 – 3.0
3	Intermediate	3.0 – 4.0
4	Upper – Intermediate	4.0 – 4.5
5	Advanced	4.5 – 5.5
6	Higher Advanced	5.5 – 6.0

**Level 1: Elementary**

This level is intended for beginners to help them acquire the essential grammar, tenses and structures needed for basic level of language proficiency. Students will develop all four skills through interactive and relevant classes that cover grammar in applied situations.

**Level 2: Pre-Intermediate**

The primary goal of this course is to teach communicative competence. This level builds on the foundations for accurate and fluent communications established in a prior level by extending grammatical, lexical and functional skills. Through a wide variety of activities, students are able to consolidate and develop their communicative competence in English. Emphasis is placed on listening and speaking.

**Level 3: Intermediate**

This is intended to allow the students to gain a higher level of proficiency, fluency and comfort in the practical use of the English Language. The course uses level two as a base to build upon grammatical, lexical and functional skills. Students will develop 4 skills through interactive and relevant classes that cover grammar in applied situations.

**Level 4: Upper-Intermediate**

This is targeted towards the practical use of English in the business world. It provides students at the start of their career with the specialist language knowledge and professional communication skills they will need in their jobs. Focus on marketing and advertising, business success and failure, time management, globalization, company culture, international trade, recruitment, starting a business, and brand reputations, and telephoning.

**Level 5: Advanced**

This course is intended to prepare students for IELTS by orienting students to the format and methodology of the exam also providing a review of the four English language skills. IELTS (International Language Testing System) is a standardized exam designed to evaluate language proficiency and fluency. Examinations and exercise will be based on and formatted similarly to Cambridge IELTS.

**Level 6: Higher Advanced**

This course is intended to prepare students for IELTS by further delving into the format and methodology of the exam while also providing a review of the four English language skills. Students who complete the advanced level successfully will be expected to achieve IELTS equivalent score of 6.0 Based on *BNSP* (National Education Standard Division) that learning successful (*ketuntasan belajar*) every indicators that have been decided into basic Competence about 0-100%. The ideal successful for each indicator is 70%. Education unity has to decide Minimum Successful Criteria (*KKM*) with consider the average ability of students and the support facilities (intake, complexity) in teaching learning process. (KTSP-Final\_senayan\_B/20/06/2006).

Minimum Successful Criteria (*KKM*) have to be made by the institution to know the measurement of student ability in speaking skill. And the institution also has to aware of the three aspect complexity, intake, and student ability in order that the *KKM* have in good legality.

### **C. RESEARCH METHODOLOGY**

The writer uses quantitative method. This method to get real data in the field. The writer did the survey to the school to know school facilities, students' activities, and methodology of English teacher teaching. as Sugiono (2008:12) said in his book (*metode penelitian pendidikan*), that *survey* is used to get the data from certainty place which is naturally (not imitation data), beside that, the writer also uses questioner, test, interview to gain all the data.

#### **1. Research Site and Participant**

In doing investigation, the writer determines the location of observation. The writer chose the Second Grade of SMAN 1 Ciligrang Banten-Selatan.

#### **2. Population and Sample**

Anderson and Zelditch (1986:2), as cited in Nasution (2000) define that population is any total collection of person or events. The populations of this research are all students at Senior High School of SMA N 1 Ciligrang Banten Selatan. The population of this research is only 21 students, consisting of 11 males and 10 females. The total number of population above is less than 100 respondents. In line with this, Arikunto (1989:107) says: "Samples is a part of population. Whereas, total of samples is determined as follows: if the population is less than 100 respondents sample can be taken from all of population, so that this research is research of population. If the population more than 100 respondents, sample can be taken 10-15 % or more than 20-25 %".

#### **3. Techniques for Collecting Data**

##### **a. Literature overview**

According to Surachmad (1982:131), as cited in Nasution (2000) the equipment of investigation in most knowledge will not be perfected without library facility. Therefore, the writer seeks the appropriate sources with the problems". This study relate to:

Brown (1994). *Teaching by Principles*. New Jersey: P.T Englewood Cliffs. Cheshire,. 1981. *Communication and the teacher*. Pty Limited 346 St Kilda Road, Melbourne 3004 Australia. Rossner, and Balitho. 1990, *Current of Change in English Language Teaching*. London: P.T. Oxford University Preess. Sujana. 1996. *Metode Statistika*. Bandung, Tarsito. Sugiyono. 2008. *Metode penelitian Pendidikan (pendekatan Kualitatif, Kuantitatif, dan R&D)*. Bandng. Alfabeta. Samsudin and Dmaianti. *Metode Penelitian Pendidikan Bahasa*. Bandung. P.T. Remaja Rosdakarya.

##### **b. Observation**

Observation is the way in investigation with the way to observe the situation directly to the location. It will be applied in this investigation to get the data, which are not able to question a bit detail in all of questioner item. The data wrote in the observation note (Nurkencana, 1996:6). The researcher' role in doing the observation as an observer and participant the Researcher observed the student' activities at second grade, the teacher teaching methodology, the school environment, the school facilities of SMA N I Ciligrang. The purposes of observation are: to know students speaking ability, to know The effectiveness of teacher teaching speaking methodology, and to know the optimal using of the facilities. the observation will be done

##### **c. Interview**

Interview is the technique to get the data by question and answer process orally from the respondent. Interview is a technique of verbal communication that is a communication for giving information (Nasution 1991:53). The Researcher will interview:

1. Students at second grade, to know their interest to English subject

2. Head master, to know the real school data, such as school curriculum, sum of teachers, sum of students, and also school yard.
  3. English teacher, this is used to get the description directly about the result of students speaking ability and to know the level of students' speaking ability.
- d. Test

**Table 3**  
**Score Sheet of Speaking Components**

No	Speaking Components	Score
<b>1</b>	<b>Comprehension</b>	
	- Well understood partner utterances	5
	- Understood partner utterances	4
	- Understood enough partner utterances	3
	- Least understood partner utterances	2
	- Cannot understood well partner utterances	1
<b>2</b>	<b>Grammar</b>	
	- Most grammar are very accurate	5
	- Grammar are accurate	4
	- Grammar are accurate enough	3
	- Grammar are least accurate	2
	- Grammar are not accurate	1
<b>3</b>	<b>Vocabulary</b>	
	- Vocabulary is very wide and accurate	5
	- Vocabulary wide and accurate	4
	- Vocabulary is wide and accurate enough	3
	- Vocabulary is wide less and less accurate	2
	- Vocabulary is not accurate	1
<b>4</b>	<b>Pronunciation</b>	
	- Utterance can be understood well	5
	- Utterance can be understood	4
	- Utterance enough to be understood	3
	- Utterance is less to be understood	2
	- Utterance cannot be understood	1
<b>5</b>	<b>Fluency</b>	
	- Very Fluent	5
	- Fluent	4
	- Fluent enough	3
	- Lest fluent	2
	- Not fluent	1
Score : $\frac{\text{Gaining Score}}{\text{Total Score}} \times 100$		
Total Score		

Test will be given to the students at second grade of senior high school and the purposes of test are: the first is to measure and evaluate the students' ability in English speaking and get their real score from a large number of sample objectively in short time and the second get score objectively, the writer measures their English speaking ability by oral test and giving them an interesting Seri picture, so the students tell a story based on picture and then, their utterance are recorded in the cassettes, the other test are asking and giving arguments, talking of satisfaction, and talking about monolog text

The writer takes five components in analyzing of the speech process, namely: 1) pronunciation (including the segmental features-vowel and consonants-and the stress and intonation patterns); 2) Grammar; 3) Vocabulary; 4) Fluency (the ease speed of the flow of speech); and 5) comprehension. Total evaluation is (25 possible points) x 4. So, the highest score is  $25 \times 4 = 100$  and the lowest score is  $5 \times 4 = 20$  (satdono:1987).

#### **D. FINDING AND DISCUSSION**

##### **1. The Level of English Speaking Ability Based on KTSP Curriculum**

###### **a. Partial Analysis Per-indicators**

This partial analysis is provided to answer the statement of the research, and to know how high is the level of English speaking ability at Senior High School of SMA N 1 Ciligrang based on KTSP Curriculum. In addition, to make easy to be understood of this data, the writer analyzes per-indicator of the level of English speaking ability, and those are can be seen as bellow:

**1. Pronunciation**

The result of their pronunciation ability is as follow:

8 students get score 4 and 13 students get score 3, so that the Mean is  $(8 \times 4) + (13 \times 3) = 71/21 = 3,38$ . If the Mean is transferred into qualitative scale, the result is in the distance of 3,5-4,5. It means that the level of their pronunciation ability is *average level competence*.

**2. Grammar**

The result of their grammar ability is as follow:

13 Students get score 4 and 8 students get score 3, so that the Mean is  $(13 \times 4) + (8 \times 3) = 76/21 = 3,61$ . If the Mean is transferred into qualitative scale, the result is in the distance of 3,5-4,5. It means that the level of their grammar ability is *high level competence*.

**3. Vocabulary**

The result of their vocabulary ability is as: 5 students get score 4 and 16 students get score 3, so that the Mean is  $(5 \times 4) + (16 \times 3) = 68/21 = 3,23$ . If the Mean is transferred into qualitative scale, the result is in the distance of 2,5-3,5. It means that the level of their vocabularies ability is *middle level competence*

**4. Fluency**

The result of their fluency is as follow:

10 students get score 4, and 10 students get score 3 and 1 students gets score 2, so that the Mean is  $(10 \times 4) + (10 \times 3) + (1 \times 2) = 72/21 = 3,42$ . If the Mean is transferred into qualitative scale, the result is in the distance is 2,5-3,5. It means that the level of their fluency ability is *middle level competence*.

**5. Comprehension**

The result of their comprehension ability ia as follow:

10 students get score 4, and 11 students get score 3, so that the Mean is  $(10 \times 4) + (11 \times 3) = 73/21 = 3,47$ . If the Mean is transferred into qualitative scale, the result is in the distance of 2,5-3,5. It means that the level of their comprehension ability is *middle level competence*

**b. Comprehensive Analysis**

After doing data measurement per-indicator, the writer gives the description of whole data, and it is to know how high the level of students' achievement at the second grade of science class of SMA N 1 Cilorang in their speaking skills. To make the measurement easy, we can see the table below as being the first step in collecting data which is done after measuring data per-indicator.

**Table 4**  
**The Rough Scale of Students' English Speaking Ability at the Second Grade of SMAN 1 Cilorang Banten**

No Test	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Time 4	Score total
01	4	4	4	4	4	20	20x4	80
02	3	3	3	3	3	15	15x4	60
03	3	3	3	2	3	14	14x4	56
04	3	4	3	3	4	17	17x4	68
05	3	4	3	4	3	17	17x4	68
06	3	3	3	4	3	16	16x4	64
07	3	4	3	4	3	17	17x4	68
08	3	3	4	3	4	17	17x4	68
09	4	4	3	3	3	17	17x4	68
10	3	4	3	4	3	17	17x4	68
11	3	3	3	4	4	17	17x4	68
12	4	3	3	3	3	16	16x4	64
13	3	4	3	4	4	18	18x4	72
14	3	4	4	4	4	19	19x4	76
15	4	3	3	4	4	18	18x4	72
16	3	4	4	3	3	17	17x4	68
17	4	4	3	3	3	17	17x4	68
18	3	3	3	3	4	16	16x4	64
19	4	4	3	4	3	18	18x4	72
20	4	4	3	3	4	18	18x4	72
21	4	4	4	3	4	19	19x4	76

The sequence of students' English speaking skills scores are as follow:



80      60      56      6868 64      68  
 68      68      68      68 64 72      76  
 72      68      68      64 7272      76

After analyzing each indicator, the writer determines Mean from all of indicators with the formula:

$$M = \frac{\sum f}{n.i} = \frac{367}{1,5} = \frac{367}{105} = 3,49$$

So, the Mean of Students English speaking skill at the second grade of SMAN 1 Ciligrang is 3,49. if the Mean score is identified in the qualitative scale, the result is in the distance of 3,5-4,5. It means that level of students' competence in English Speaking skill is in *intermediate level*.

**Table 5**  
**Scores Total of Students' English Speaking Ability at Second Grade of SMAN 1 Ciligrang**

No	Indicator	Option					Total	Mean	Scale	Category
		5	4	3	2	1				
1	Pronunciation	0	8	13	0	0	78	3,5-4,5	3,71	High
2	Grammar	0	13	8	0	0	76	3,5-4,5	3,61	High
3	Vocabulary	0	5	16	0	0	68	2,5-3,5	3,23	Middle
4	Fluence	0	10	10	1	0	72	2,5-4,5	3,42	Middle
5	Comprehension	0	10	11	0	0	73	2,5-4,5	3,47	Middle
<b>Sum</b>		0	46	61	1	0	367			

**c. Test of Normality of Students' English Speaking Skill**

Test of normality of students' English speaking skill with the formula below:

- a. Determining the range of data with the formula below:

$$R = \text{The highest score} - \text{the lowest score} + 1$$

$$= 80 - 56 + 1$$

$$= 25$$

- b. Determining the class interval (K) with the formula below:

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 21$$

$$= 1 + 3,3 \times 1,3222$$

$$= 1 + 4,3632$$

$$= 5,3632 \text{ completed } 6$$

- c. Determining the length of class with the formula below:

$$P = R/K$$

$$= 25/6$$

$$P = 4,166 \text{ completed } 5$$

- d. Making the table of distribution of frequency

**Table VI: Frequency distribution for seeking central tendency**

Limit	Fi	Xi	Fkb	FiXi
76-80	3	78	21	234
71-75	4	73	18	292
66-70	9	68	14	612
61-65	3	63	5	189

58-60	2	58	2	116
P=5	21			1443

e. Determining Mean with the formula below:

$$M = \frac{\sum fi.Xi}{\sum fi}$$

$$= \frac{1443}{21}$$

$$M = 68,7$$

f. Determining Median (Md) with the formula below

$$\begin{aligned} Md &= LL + P \frac{(0,5 N - f_{kb})}{fi} \\ &= 65,5 + 5 \frac{(0,5.21 - 5)}{9} \\ &= 65,5 + 5 \frac{(11 - 5)}{9} \\ &= 65,5 + 5 (0,67) \\ &= 65,5 + 3,35 \\ &= 68,85 \end{aligned}$$

g. Determining Modus with the formula below:

$$Mo = 3 Md - 2 M$$

$$= 3 (68,85) - 2 (68,7)$$

$$= 206,55 - 137,4$$

$$= 69,15$$

h. Making the table of standard deviation

**Table VII**  
**The Scores of Students' English Speaking Skill at Second Grade of SMAN 1 Ciligrang**

Limit	Fi	Xi	Fi Xi	(xi-x) <sup>2</sup>	Fi (xi-x) <sup>2</sup>
76-80	4	78	234	86,49	259,47
71-75	3	73	292	18,49	73,96
66-70	9	68	612	0,49	4,41
61-65	3	63	189	32,49	97,47
56-60	2	58	116	16,29	322,58
Σ	21		144		757,89

i. Determining Mean (M) with the formula below:

$$M = \frac{\sum fi.Xi}{\sum fi}$$

$$= \frac{1443}{21}$$

$$M = 68,7$$

j. Determining deviation standard with the formula below.

$$S^2 = \frac{\sum fi (Xi - X)^2}{n - 1}$$

$$= \frac{757,89}{21 - 1}$$

$$= \frac{757,89}{39}$$

$$S^2 = \sqrt{37,89}$$

$$S = 6,16.$$

k. Making the table of observed and expected frequency

**Table VIII**  
**Arranging the Distribution of Observed and Expected Frequency**

Class limit	Z <sub>count</sub>	Z <sub>table</sub>	L <sub>1</sub>	E <sub>1</sub>	O <sub>1</sub>
1	2	3	4	5	6
80,5	+ 1,91	0,4719			
75,5	+ 1,10	0,3643	0,1076	2,2596	3
70,5	+ 0,29	0,1141	0,2502	5,2542	4
65,5	- 0,51	0,1950	0,3091	6,4911	9
60,5	- 1,33	0,4082	0,2132	4,4772	3
55,5	- 2,14	0,4838	0,0756	1,5876	2
		2,0373	1,8356		21

- l. Determining  $\chi^2$  (Chi square) with the formula below:

$$\chi^2 = \sum \frac{(O_1 - E_i)^2}{E_i}$$

$$= \frac{(3-2,2596)^2}{2,2596} + \frac{(4-5,2542)^2}{5,2542} + \frac{(9-6,4911)^2}{6,4911}$$

$$= \frac{(3-4,4772)^2}{4,4772} + \frac{(2-1,5876)^2}{1,5876}$$

$$= 0,2436 + 0,2993 + 0,9697 + 0,4873 + 0,1071$$

$$\chi^2 = 2,107$$

- m. Determining the degree of freedom with the formula below:

$$df = K - 3$$

$$= 6 - 3$$

$$= 3$$

- n. Determining the score  $\chi^2$  table

By knowing the degree of significant = 99 % (0,01) and the degree of freedom = 3, so that  $\chi^2_{0,99} = 11,341$

- o. Determining normality

By knowing  $\chi^2_{\text{count}} = 2,107$  and determining  $\chi^2$  table = 11,341, it can be assumed that  $\chi^2_{\text{Count}} < \chi^2$  table. It seem to be logical to claim that the sample of the score of students' speaking ability at the second grade of SMAN 1 Cilorang have normal distribution

- p. Testing hypothesis by criterion of acceptance

$H_0$  is accepted if  $-t_{1-1/2} < t < t_{1-1/2}^{\infty}$  in which,  $t_{1-1/2}^{\infty}$  is obtained from the table of distribution of t by  $df = (n_1 - n_2 - 2)$  and with opportunity  $(1 - 1/2)^{\infty}$ . To determine the score t table from distribution of students with the degree of significance 99 % (0,01) and degree of freedom 60. Then,  $t_{0,99}(60) = 2,39$  meanwhile,  $t_{\text{count}} = 0,26$

Based on the calculation above,  $H_a$  is rejected and  $H_0$  is accepted, it means that the investigation of students level of competence in speaking skills at second grade of SMAN 1 Cilorang have *intermediate level* of English speaking competence.

## E. CONCLUSION AND SUGGESTION

Based on the investigation of student's level of competence in speaking skills at second grade of science at SMA N 1 Cilorang, can be conclude that the students' English speaking skill is in *middle level competence*. It shown that the students have not been in standard competency that is expected by school standard competency based on School Level Based Curriculum (KTSP).

The writer suggests to the teachers do not only teach the students but also educate them, if the teacher only teaching, it means they only transfer the science and information to the students

and the teachers have no responsibility whether they understand the material or not. The teachers have to make sure that their students have a good comprehension the subjects.

Here are the other suggestions for English language teachers while teaching speaking to provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge, to involve each student in every speaking activity; for this aim, practice different ways of student participation, reduce teacher speaking time in class while increasing student speaking time. Step back and observe students, ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more, provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice...", Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech, involve speaking activities not only in class but also out of class; contact parents and other people who can help, circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs, provide the vocabulary beforehand that students need in speaking activities. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

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