

STUDENTS' PERCEPTION ON THE SPEAKING PERFORMANCE IN THE CLASSROOM AT THE EIGHTH GRADE OF SMPN 1 KUINDRA

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ABSTRACT

The problem of this research was the Eighth- gradestudents of SMPN 1 Kuindra got problem while they speak in front of the class. It is assumed that their perception of their speaking performance is the cause of this problem . Therefore, the purpose of this research is to know “students’ Perception on the Speaking Performance in the classroom at the Eighth Grade of SMPN 1 Kuindra”. This research was descriptive quantitative research. The researcher was distributing questionnaire to 31 respondents to answer the purpose above. The sample was taken by using saturated sampling, because the sample is limited. After collecting the data, the researcher found that students’ perception on speaking performance is in good level. It can be interpreted that, most of students of the eighth-grade of SMPN 1 Kuindra perhaps can become a good speaking performers. It means not only good or bad perception can influence students’ speaking but also some other factors.

Keywords: *students’ perception, speaking, performance*

INTRODUCTION

Students need to have good perception toward learning in order that they always have many efforts to learn, especially in learning English. As argued by Mulia, et al (2020:3) in their article that students’ perception is important in the learning process, because it can be a positive or negative effect for students. Most people know that English is an important language because it is used as a lingua franca in all over the world. People use it to communicate for business, hobby, and traveling need and many more. But to master English is not easy as people think. Many skills need to be mastered, such as speaking, listening, reading and grammar.

Speaking is the most expected skill to be mastered. It is as a key to communication success. Meanwhile, having good speaking needs hard effort. Practicing is needed to have good speaking performance. Since it is a skill, so to be able to do it, students must practice it every day and everywhere. As also supported by Illinawati et al (2021:62) to support the students' performance, they need to practice more, browse kinds of speaking practice on YouTube or social media and explore more vocabularies. But doing it is really hard, because many factors causing it. As stated by Bashir, Azeem, and Dogar (2011) in Jaya, et al (2022:109) the speaking performance is pertinent to some personality constructs such as anxiety, inhibition, and also risk taking.

Based on the researcher's interview to the teacher and students, the eighth gradestudents of SMPN 1 Kuindra got problem while they speak in front of the class. It can be seen from these phenomena: some of the students are still looking shy to speak in front of the class. Some of the students are still not confident standing in front of class to speak English. Most of the students have lack of idea to be presented in front of class. Some of the students always look at their notes while doing presentation. The students also seem afraid of questions addressed by their friends or teacher.

Therefore, from those phenomena above, it is assumed that their perception about speaking performance is still not good. So that it influences their performance in the classroom. By this reason, the researcher decided to find the exact answer of this assumption. That is why, she had conducted research to answer this question: How is students' perception toward speaking performance in the classroom at the eighth grade of SMPN 1 Kuindra?

LITERATURE REVIEW

Speaking Performance Definition

Some theories have explained about speaking performance, one of them is from Ladouse (1991) in Agustin et al (2021:693) defines speaking performance as the ability to articulate oneself and record acts or circumstances in specific terms and the ability to converse or express a series of ideas fluently. Next is from

Fromkin and Rodman (1993) in Jusuf et al (2021:304) also say that “what you know, which is your linguistic competence and how you use this knowledge in actual speech production and comprehension, which is your linguistic performance”.

Kinds of Speaking Performance

According to (Brown, 2004) in Manurung and Izar (2020:36) states that speaking performance is divided into 5 kinds, they are:

- ✓ Imitative. This kind demands the skill to imitate any words, phrase, sentence orally and it is as the dominant criteria being examined.
- ✓ Intensive. It focuses on practicing some phonological or grammatical aspects of language in any conversation, sentence completion, reading aloud, and other practices.
- ✓ Responsive. It concerns with the oral skill of how to respond to the talk or dialogue and comprehension requires completing this skill.
- ✓ Interactive. It is not similar to responsive skill but the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. This task can take two forms of transactional language which are carried out to convey or exchange specific information and interpersonal exchanges that are carried out more to maintain communication among people. It is boarder than transferring the fact and information. For example, any activities related to the interview, playing a role, and others.
- ✓ An expansive monologue. This skill includes whole oral skill in any conversation both listening comprehension and responding to the dialogue. Besides, Karpovich, et al (2021:4) also explain that by a monologue speaking task the authors understand a process of making meaning in the form of a sustained monologue that includes receiving information, processing it, and finally producing and delivering your thoughts orally in a logical and coherent way.

Perception

Definition of perception

According to Koentjaraningrat (2011: 99) in Mulia et al (2020:3) argues that "perception is the whole process of human reasoning that is conscious in describing the surrounding environment. It means that Students' perceptions can also be interpreted as the process of how students accept or interpret things so that they can conclude or interpret what they have received.

Besides, According to Qiong (2017:18) In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses.

Based on the definitions above, it can be concluded that perception is the way someone see something or behave on something. The better their perception to something is the best thing they will get.

Perception Process

The perception process consists of three stages: selection, organization, and interpretation (Qiong, 2017:17-18):

Selection

Selection is the first stage in the process of perception, during which we convert the environment stimuli into meaningful experience. In daily life we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed.

Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by

putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc.

Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.

RESEARCH METHOD

Descriptive quantitative research was used as the design of this research. The sample of the study were 31 students at the eighth grade of SMPN 1 Kuindra. In collecting data, the researcher used questionnaire which was distributed to the sample. The questionnaire was using Likert scale and the data gathered were analyzed by finding the mean score of the questionnaire result.

FINDING AND DISCUSSION

Finding

From the result of the questionnaire, it was found that students' perception on speaking performance is in good level. It can be interpreted that, most of students of the eighth-grade of SMPN 1 Kuindra perhaps can become a good performers and lead to have good speaking skill because their mind-set of speaking performance has been good.

But the researcher also found another finding based on the result of questionnaire that the third and the fourth statement of questionnaire got Enough result. The third statement is "I never afraid doing English presentation in the classroom". It means, even in general the students was having good perception of speaking performance, but they still afraid doing it. Then statement number four is " I prepare my presentation before doing it in the classroom". This statement is

also in enough category. It means, students’ good perception about speaking performance will not affect to their preparation. In another words, students can think positively about performing in front of the class, but they can still lazy to prepare it before their presentation. Maybe both of this result are the two causes of students’ low speaking skill. Therefore, it needs deep research to help this research more developed. Below is the recapitulation table of students’ answer for every statement in the questionnaire:

Respondents	Statement Number										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	5	4	3	5	4	4	3	5	4	41
2	3	4	4	3	4	3	4	4	5	5	39
3	3	3	3	3	4	5	4	4	5	4	38
4	3	4	3	3	4	4	4	3	5	3	36
5	3	3	3	3	4	4	4	4	5	4	37
6	4	4	3	3	4	5	5	5	5	4	42
7	3	4	3	4	5	4	4	4	5	4	40
8	4	4	3	4	5	3	4	4	5	4	40
9	5	3	3	4	5	3	4	4	5	4	40
10	4	3	3	4	4	4	4	4	5	4	39
11	3	3	2	3	4	4	3	5	5	4	36
12	4	4	3	3	4	4	5	4	5	4	40
13	3	4	5	3	4	5	4	4	5	4	41
14	4	4	5	3	4	4	3	4	5	4	40
15	3	3	3	3	4	5	4	4	5	3	37
16	4	3	3	3	4	5	5	4	5	4	40
17	4	3	3	4	4	4	4	5	5	4	40
18	3	3	3	3	4	4	5	4	5	5	39
19	4	3	2	3	4	4	4	4	5	4	37
20	4	4	3	3	4	5	4	4	5	5	41
21	2	3	3	3	4	4	3	3	3	4	32
22	4	3	2	3	4	3	4	4	5	4	36
23	4	4	3	4	4	5	4	3	5	4	40
24	3	3	2	3	4	4	4	3	4	4	34
25	4	3	3	3	4	3	3	3	5	3	34

Respondents	Statement Number										Total
	1	2	3	4	5	6	7	8	9	10	
26	2	4	3	3	4	4	4	4	5	4	37
27	4	3	3	3	4	3	4	4	5	4	37
28	3	4	3	3	4	4	3	4	5	3	36
29	4	3	3	3	4	2	4	3	5	4	35
30	4	3	3	3	4	4	4	4	5	4	38
31	4	3	4	4	3	5	4	4	3	3	37
Total	110	107	96	100	127	124	123	120	150	122	1179
Classification	Good	good	enough	enough	good	good	good	good	good	good	
Mean Score	1179/31										117.9

Discussion

Based on the finding above, it can be explained that Having good point of view of something will influence the way someone’s behave of it. Especially about learning, when people have good perception about learning, such as thinking that learning is needed for their life, so that they will carefully learn every day because they need it. In contrast, people who think that learning is not needed for their life, they will spend their time for playing game, sleeping, or just enjoying their life without doing anything. It is also happened commonly in students’ life. They look lazy to learn in the classroom, they prefer playing gadget to opening the book. It might be because of the wrong way they perceive what learning is. It is because people’s beliefs, values, attitudes, needs, interests, and so forth have much greater impact on how they perceivethe outside world (Quong, 2017: 20). Therefore, having good perception on learning is very needed as the basis of having good result in learning.

CONCLUSION

This research was aimed at investigating the students’ perception on their speaking performance at the Eighth-grade of SMPN 1 Kuindra. To answer this problem, the researcher used questionnaires as research instrument. The instrument

was answered by 31 samples where they are students of Eighth grade in this school.

After conducting research and getting the data, the researcher concludes that the students' perception on their speaking performance at the Eighth-grade of SMPN 1 Kuindra is in good level. It can be interpreted that, most of the eighth-grade students of SMPN 1 Kuindra already have good point of view of their speaking performance. So it can be as the basis of them to have good speaking skill. Even though, they also still afraid of doing the performance and lack of effort to make the performance be good because it was found that they were still having lack of preparation before doing presentation. .

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