

AN ANALYSIS OF LANGUAGE ABILITY FACTORS AFFECTING PRIMARY SCHOOL LEARNERS' SPEAKING SKILLS

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INTRODUCTION

Indonesian language has an important role in fulfilling communication needs. Through language learning, students are able to communicate in accordance with the actual use of language. Language skills include four skills namely speaking, listening, reading, and writing. Each skill has a relationship with each other. Speaking skills are an ability to communicate in the form of language acts that produce articulated sounds to express a feeling (Aprinawati, 2017). Harianto (2020) states that students' speaking abilities when entering school vary greatly starting from good, moderate, stuttering, and lacking levels. In line with Swan (2018) speaking skills are still not maximally applied in schools. Then Molan et al., (2020) the skills that are difficult for students to master are speaking skills. To find out the factors that influence students' low speaking skills, this study uses language ability factors, namely Language Strategy, Language Awareness, Social Cultural Learning Language, Motivation Language Learning, Language Aptitude, Self Regulation Language, Self Efficacy Language Learning, and Language Style. It is expected that an effective learning strategy can be found in improving the speaking skills of grade VI elementary school students. Therefore, based on the problems discussed, the author is interested in conducting further research by exploring what language ability factors affect students' speaking skills.

LITERATURE REVIEW

Speaking Skills	Aspects of Language Skills	Previous Research
<p>Definition: Speaking is the ability to pronounce language sounds to express and convey ideas, thoughts, and feelings verbally (Brown and Yule, 1983). Speaking is a complex process because it involves thinking, language, and social (Ellie, 2006).</p>	<ol style="list-style-type: none">1. Language Strategy is the approach used in learning.2. Language Awareness is students' awareness of the various formulas and functions of language.3. Social Culture Learning Language is language and culture have an inseparable relationship.4. Motivation Language Learning is the motivation to learn.5. Language Aptitude is the ability to learn and use language quickly and effectively.6. Self Regulation Language is the ability of students to manage language use with certain situations and conditions.7. Self Efficacy Language Learning is self-belief.8. Language style is reflecting students' performance in using good and correct language.	<p>The results of this analysis are Self-Efficacy Language Learning and Self-Regulation Language are proven to influence the literary knowledge of grade 5 elementary school students, but Motivation Language Learning not has a positive effect and not significant (Sutrisno, et.al., 2023).</p>
<p>Aspects of Speaking Skills:</p> <ol style="list-style-type: none">1. The linguistic aspects include pronunciation of sounds; placement of intonation and rhythm; choice of words and sentences.2. Non-linguistic aspects include fluency, attitude, reasoning, and voice loudness.		<p>This study shows that there are factors that do not affect the reading comprehension ability of fifth grade students in Sempur State Elementary School and Tanjungsari State Elementary School, namely Language Aptitude, Self Efficacy Language Learning, and Self Regulation Language (Susi, et. al., 2023).</p>

METHOD

This study uses a quantitative approach with a cross sectional survey method. The cross sectional method is used to obtain data with the aim of describing the characteristics, variations, and relationships between variables at one specific time (Mubarok et al., 2021). The sample selection method refers to systematic random sampling with the number of samples to be used as research totaling 100 students in grade VI of West Java regional elementary schools. Data collection techniques through test instruments and questionnaires. Tests to determine or measure speaking skills, while questionnaires to find out what factors encourage students in learning languages. In the aspect of speaking skills, students were asked to make a speech by paying attention to certain aspects, namely content, grammar, and writing. Meanwhile, the questionnaire instrument consists of 40 items and is measured through a Likert scale with a scale of 1 (strongly disagree) to 5 (strongly agree). The questionnaire indicators are: 1) Language Strategy; 2) Language Awareness; 3) Social Cultural Learning Language; 4) Motivation Language Learning; 5) Language Aptitude; 6) Self Regulation Language; 7) Self Efficacy Language Learning; and 8) Language Style. The research data were analyzed using PLS-SEM through two phases: measurement model and structure model. The measurement model stage aims to explore the validity and reliability of each instrument item and the structure model stage is used to determine the relationship between influencing factors in Indonesian language learning and students' speaking skills.

FINDING

Tabel 2 Validitas Loading Factor

Variabel	Kode	Muatan
Isi, Tata Tulis, dan Tata Bahasa	ITT	1,000
	LAP2	0,917
Language Aptitude	LAP4	0,694
	LAP5	0,784
	LAW3	0,809
Language Awareness	LAW4	0,904
	LAW5	0,970
	LS1	0,867
Language Strategy	LS2	0,910
	LS3	0,871
	LS4	0,809
	LStyle1	0,811
Language Style	LStyle3	0,817
	LStyle4	0,956
	LStyle5	0,892
	MLL1	0,877
Motivation Language Learning	MLL3	0,844
	MLL4	0,740
	MLL5	0,737
	SCL4	1,000
Social Cultural Learning Language		
Self Efficacy Language Learning	SEL1	0,846
	SEL2	0,866
	SEL3	0,940
	SEL4	0,807
	SEL5	0,775
Self Regulation Language	SRL2	0,707
	SRL3	0,597
	SRL4	0,838
	SRL5	0,715

Table 2. Validity Test

Validity Test

The 40 items presented, there are only 29 items that are declared valid on condition that they meet the value of the charge showing > 0.5 , so 29 items are used and 11 items are not used.

Tabel 3. Cronbach's Alpha, Reliability, dan AVE

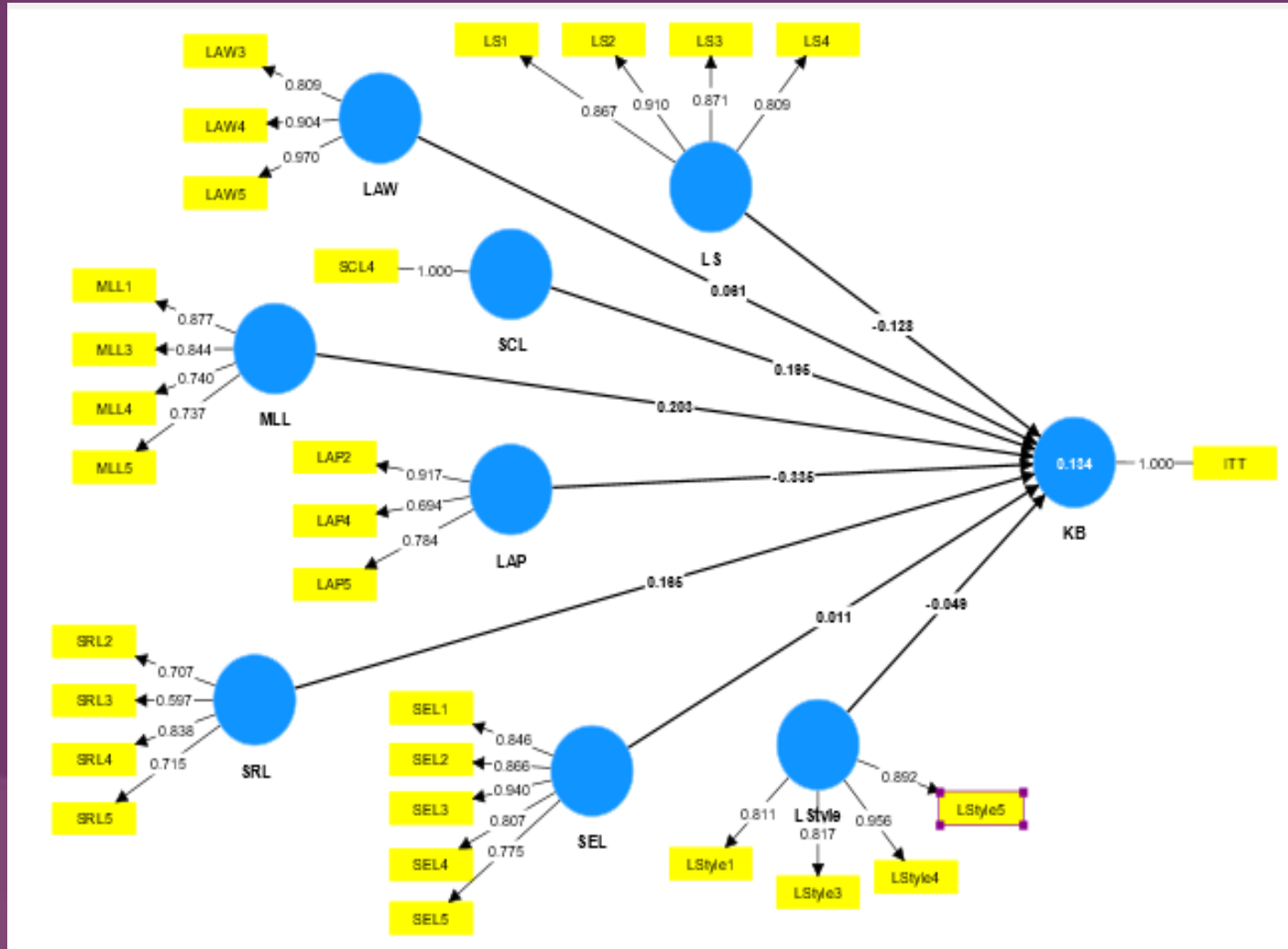
Variabel	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
LAP	0.767	0.844	0.646
LAW	0.892	0.925	0.804
LS	0.888	0.922	0.748
LStyle	0.913	0.926	0.759
MLL	0.855	0.880	0.597
SEL	0.923	0.928	0.720
SRL	0.726	0.809	0.517

Table 3. Reability Test

Reliability Test

The results of reliability testing, show that the calculation of Cronbach's Alpha and Composite Reliability results in a load value > 0.7 , meaning that the criteria have been met. Then, the AVE value on each variable has met the criteria with a load value > 0.5 . Thus, the measurement model gets the validity of 29 items and is of high quality with a fit on the entire model that is within the range of acceptable and fulfilled.

FINDING



Gambar 1. Analisis Hubungan antar Variabel

It can be concluded that:

1. Language Aptitude (LAP) has a negative influence on Speaking Skills.
2. Language Awareness (LAW) has a positive influence on Speaking Skills.
3. Language Strategy (LS) has a negative influence on Speaking Skills.
4. Language Style (LStyle) has a negative influence on Speaking Skills.
5. Motivation Language Learning (MLL) has a positive influence on Speaking Skills.
6. Social Cultural Learning Language (SCL) has a positive influence on Speaking Skills.
7. Self Efficacy Language Learning (SEL) has a positive influence on Speaking Skills.
8. Self Regulation Language (SRL) has a positive influence on Speaking Skills.

DISCUSSION

Language Aptitude, Language Strategy and Language Style, have no effect on speaking skills because not everyone is able to relate language aptitude to speaking skills. In other words, speaking skills are more influenced by students' practice and experience. Then, courage is needed in using speaking skills, especially using good and standardized words.

Language Awareness (LA), Motivation Language Learning (MLL), Social Cultural Learning Language (SCL), Self-Efficacy Language Learning (SEL), and Self-Regulation Language (SRL) affect students' speaking skills because these factors together form a strong foundation for the development of language competence. LA helps students understand the structure and function of language, while MLL encourages continuous practice. SCL provides understanding of cultural context, and SEL increases confidence in using language. SRL helps students organize their own learning, allowing them to continuously improve their speaking skills independently. The combination of these factors supports the development of effective and appropriate speaking skills in students.

CONCLUSION

Based on the research that has been conducted, it can be concluded that there are several language ability factors that positively influence students' speaking skills, namely Language Awareness, Motivation Language Learning, Social Cultural Learning Language, Self Efficacy Language Learning, and Self Regulation Language. However, these factors do not significantly affect speaking skills as evidenced by the R-Square value of 13.4%. Meanwhile, Language Aptitude, Language Strategy, and Language Style have no effect on students' speaking skills. The findings obtained in this study indicate that students' speaking skills are not significantly influenced by the eight language ability factors. The results of these findings are assumed that the study has a small sample size so that it is the cause of the absence of findings in this study. It is expected that future research can be conducted with a large sample size and find the influence on each variable on speaking skills or other skills.

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