INVESTIGATING STUDENTS' EFFORT TO ACHIVE SUCCESS IN SPEAKING ENGLISH: A CASE STUDY ON STUDENTS' PERSPECTIVE

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Abstract: This research was conducted to investigate the students' efforts in speaking skills and the aspects of speaking skills that were mostly developed by the students in the second grade in senior high school. This research used a descriptive qualitative method by using a case study English design. In conducting this research, the researcher took class XI MIA 1 as a subject of the research with consideration that the class has the highest effort to improve speaking skills. The researcher used two kinds of instruments, namely a questionnaire and interviews. The researcher analyzed the data of the questionnaire by calculating and analyzing the students' answers. For the interview, the researcher used to transcribe the tape recording, coding (labeled) the whole transcribed text, seek for and named the themes, reviewed the themes to make sure they fit the data, and the write-up (creating a coherent narrative).

The result of this research showed that the students had six activities of students' efforts in speaking skills. There were 1) students used the new vocabulary in speaking to easily remember the vocabulary, 2) students used a mirror in speaking English fluently, 3) students checked the correct pronunciation on an online dictionary, 4) students asked a friend for helping them if they forgot the vocabulary, 5) students looked for the native speakers in improving their pronunciation, and 6) students made a small note to write the new vocabulary. In addition, the interview data showed that there were some aspects of the speaking skill, namely vocabulary, comprehension, fluency, pronunciation, and grammar. Then the researcher got information from the interview about the aspect of speaking skill that mostly developed by the students is vocabulary. There were 4 students of 5 students chose vocabulary as an aspect that was mostly developed by the students.

Keywords: Analysis, Speaking, and Students' Effort

INTRODUCTION

Student failures in overall speaking performance can range from language to psychological problems. Arifin, who conducted a study on "Mental Health Issues and Tasks in the EFL Classroom", found that the mental factors students faced were concerns about low self-confidence, low self-esteem, fear and even reduced awareness. said there is. gave a speech (Arifin, 2017). Talking is important, but there are still difficulties faced by scholars. Students have little time to fully analyze the English language and still lack sufficient encouragement to practice it outside. Others might think that students only need to show up after communicating in English. They contend that scholars undermined their confidence in order to improve their speaking ability. Many students hesitate to speak English because they have a much smaller vocabulary and do not know grammar.

As pointed out by Brown in Nurdin (2020), speaking ability had five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation is the ability to form correct sentences using correct grammar and vocabulary, and fluency is the ability to read, speak or write with ease, fluency, and expressiveness. In other words, speakers are able to read, understand, and respond to language clearly and concisely, while relating meaning and context. Students were therefore expected to master all these aspects. Therefore, secondary research needs to master this multitude of perspectives. 2 Degree self-competence impressions are also related to student autonomy (Henri et al., 2018). By developing a sense of ownership while recording examples, undergraduates must prove they can think and investigate more freely. Analyze the learned data over time (Schmid and Bogner, 2015). Therefore, undergraduates, especially non-English speaking undergraduates, must be specifically asked to help and work on becoming fluent in English. Each undergraduate student makes different efforts to learn English to improve their English skills. Undergraduate work is an exciting cycle of activities and goals aimed at meeting their requirements. When students are inspired, they learn better (Yulia, 2013). In Nurdin (2020), Brown identifies five dimensions of speaking ability which they are understanding, vocabulary, grammar, pronunciation, and fluent.

The specialist accepted and understood that it was difficult for the understudies. Understudies required something that can work on their capacity in talking. The analyst accepted that inspiration was the way to work on their capacity. Motivation encourages the students to do an effort to speak English because, in the teaching process, each student had a different motivation to do an effort to speak English so,

the student has a different ability in speaking English. Besides the motivation, the student had different ways, experiences, and facilities. Those aspects can affect the student's effort to speak English. Therefore students needed specific efforts to support and improve their skills in learning English, especially students in senior high school. Based on Syahputra at all (2016) there was some students' effort such as a library, course learning, art, music, and theater, school facilities, clubs, and organization, personal experience, and speaking experience. The activities of students' effort could be done everywhere; in school or the neighborhood. Utami et al. (2015) said that the students' effort was the motivation process of action and goal design to achieve their needs. The effort was a kind of behavior activity in the learning process. Effort rose from the motivation process.

Previous related studies have been conducted regarding students' efforts, first comes from Arianti (2021), the purpose of the study is to identify the types of efforts made by students to develop their English language proficiency and the most common English skill they use. In addition, the degree of students' effort is also examined in this study. 35 students from the Faculty of Public Health's first semester are the study's subjects. Semi-structured interviews were the main instruments employed in this study's qualitative data collection. The outcome demonstrates that students' attempts to advance their English-language proficiency vary. Students work to increase their proficiency in English in order to talk or communicate. Students' efforts are divided into levels of a substantial effort.

The second one is from Nisa (2022), and it analyzes the efforts made by exceptional students at SMAN 1 Gedangan to build their self-confidence despite experiencing body shaming. The self-confidence hypothesis of Peter Lauster is the one that is employed. A case study research design was used in the qualitative research style. In-depth interviews, observation, and documentation were used to gather the data for this study. Research informants were chosen based on the following criteria: (1) exceptional students at SMAN 1 Gedangan; (2) aged 16 to 17; and (3) had or were experiencing conduct body shaming. The findings of this study suggest that while the existence of body shaming does not have a negative influence on achieving pupils, the experience of body shaming does.

Preliminary research had been conducted. Researchers who interviewed English teachers on June 11, 2021, the teachers set English as one of the compulsory subjects for 2nd graders, especially XI MIA 1st graders, and speaking as one of the compulsory subjects. I have set it to one. English proficiency compulsory subjects must be completed by students. Based on that fact, the students made some efforts to speak English. B. Students who talk with friends, run an English learning club, go to the library to read English books, listen to music, and take English classes. Each student had different motivations and intentions to speak English, so they made different efforts to speak English. You had better learn to speak English.

Based on the above background, the researchers tried to examine 1). What do the students' efforts in speaking skills in the second grade of senior high school.? 2). What

aspect of speaking skills that mostly developed by the students in the second grade of senior high school ? By conducting this research, it is expected to be useful for students who have less effort should motivate themselves to have more effort in improving their speaking skills.

METHOD

Cresswell (2018) confirms that "qualitative research relies on text and visual data, has its own procedures for data analysis, and uses a variety of designs." This is related to Creswell in Emzir (2012), who states that one of the reasons for conducting qualitative research is the nature of the research question. In this study, researchers used a qualitative method with a case study design. Like other research methods, case studies can be divided into several types. They differ both in terms of hypotheses (intermediate answers) and papers that prove them (Salmaa, 2021). This type of case study can be applied in many areas. Research using the case study method aims to study a scientific phenomenon that occurs in a certain place, so in order to conduct interesting research, it is necessary to analyze the symptoms that exist in nature in detail. Furthermore, the data and facts collected must be supported by valid evidence and, where appropriate, by questionnaires, interviews, observations, or documents. As Denzin and Lincoln noted in Moleong (2012), case studies such as this study capture real data and hope to truly understand the real situations that occurred in the study subject. It claims to interpret various events that occur. Research should have a clear goal and be ready to be investigated as a follow-up to solve the proposed problem formulation (Arikunto, 2012).

Researchers used targeted sampling techniques to obtain study subjects. Targeted sampling, called judgmental sampling, consciously selects informants based on the quality of the informant's process. Targeted sampling was applied to allow researchers to select samples based on inference. For example, it may be that the student knew best what to expect, or that he was the ruler who enabled the researcher to study the subject or social situation. The researchers chose XI MIA I as the focus of this study of 31 students.

There were two kinds of instruments used to collect relevant data namely questionnaires and interviews.

      1) Questionnaire. The researcher used close questionnaires which consist of 20 statements.

Table 1 Item Distribution of Questionnaire (Kinds of Students' Effort)

No	Kinds	Number of items	Reference

1	Personal Experience	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Syahputra at all (2016)
2	Speaking Experience	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Syahputra at all (2016)

2) Interview. The interview is a technique used by the researcher in this research. According to Moleong (2012), the interview is a technique of data collecting by asking questions to the respondent and the answer will be a note record. Moreover, the interview is a technique in which the researcher asks another individual question designed to obtain answers which relevant to the research. The researcher should be prepared with a list of the question may be developed during the interview was being conducted and the question may be developed during the interview. Moreover, a new question may emerge depending on the progress of the interview and the situation.

Table 2. Item Distribution of Interview (Aspects of Speaking)

No.	Aspect	Number of Item	Purpose
1.	Comprehension	1	To know that the students understand when other people talk to them in English
		2	To know what the students do when they cannot understand what the others talk about
		3	To know what the students

No				
			do to practice their understanding when other people talk to them	
		4	To know that students have a lot	
			of vocabulary	
2	Vocabulary	5	To know how the students do to improve heir	
			vocabulary	
		6	To know what is the effect of lack of vocabulary	
3	Grammar	7	To know that the students use the	
			correct grammar when they speak	
		8	To know what the students do to	
			improve their grammar	
		9	To know that the grammar important	
			while the students speak	

4	Fluency	10	To know that the students fluent in speaking English
		11	To know how the students do to practice fluency in English
		12	To know why the students fell hesitate to speak in English
5	Pronunciation	13	To know that the students use the correct pronunciation when you speak
		14	To know how the students do to know their pronunciation is correct or not
		15	To know why students should study English pronunciation

Technique of Data Analysis

Sugiyono (2017) defined data analysis as the process of systematically searching and collating material, such as interviews and field notes, to make it comprehensible and share the results with others.

1. Questionnaire. In this research, the researcher used the questionnaire to find the students' efforts to improve their speaking skills. After the students answered the questionnaire, then the researcher collected the data from the questionnaire, the researcher calculated and analyzed the answer for each statement in the form of a percentage and the researcher described the result of the questionnaire. The researcher calculated the data by using the formula by Nazir (2005) as follows:

   A. The first step was looking for the score total by using the formula below:

   $$\text{Score total: } T \times Pn$$

Notes:

T = Total of the respondent that choose

Pn= the choice of Likers Score numeral

   B. The next step was looking for the index percentage, with the formula:

   $$\text{Index formula \% = Score total } / Y \times 100$$

Notes:

Y = the highest Likert score x number of respondent

   C. To know the interval and percent interpretation, below was the formula which used:

I = 100 / Total of the score (Likert)

I = 100 / 4

= 25 Based on the formula above, the interval
   or percent the interpretation was 25.

2. Interview

There are three types of interviews: open interviews (unstructured interviews), probing interviews (semi-structured interviews) and structured interviews. An open interview is an interview whose open answer is not determined by the researcher. In this research, the researcher chose semi structured questions because the researcher could dig deeper into the broad information and could find out more about student responses.

RESULTS

The result of students' questionnaires

At this point, the research discussed what the researcher got after the research. It was regarding the students' effort in speaking skill.

Below was the result of the questionnaires regarding students' effort in speaking skill that analyzed in the percentage of the mean score each statement.

The result of personal experience

Table 3. Personal Experience

No	Statements	Percentage of the mean score	Category
1	When I talk to other people but I do not understand what they said. I ask them to slow down and repeat	69 %	Often
2	When other people talk I can respond automatically without think for a long time	60 %	Often
3	I ask a friend for help if there are problems that I face when I speak like forgetting vocabulary	73 %	Often
4	If I get a new vocabulary, I use it when I speak to other people, it makes me easy to remember the vocabulary	81 %	Always
5	I discuss learning with classmates and teacher use English in the school by using the correct grammar that we have learned	67 %	Often
6	I take a course to learn grammar so that I speak English better	53 %	Often
7	I take a contest like debate, speech, etc. to measure my fluency in speaking English	36 %	Sometimes
8	I make a group discussion with the friend to debate opinions and work together to practice my fluency in speaking English	59 %	Often

9	I look for native speakers on social media to exchange information by using English and focus non their pronunciation to improve my English pronunciation	73 %	Often
10	I discuss with friend or family member about the daily activity to improve my English pronunciation	68%	Often

The result of speaking experience

Table 4. Speaking Experience

No	Statements	Percentage of the mean score	Category
1	I listen to music without looking at the lyrics to know that I understand the singer said or not	60 %	Often
2	When speaking, I practice relaxing when I feel anxious that can make my speaking better and understand what the other people said	62 %	Often
3	I use a dictionary to find a new word and make a small note to write the new vocabulary that I got. It can add vocabulary when I speak	69 %	Often
4	When I speak English but I cannot remember a word I replace with another word that has the same meaning	68 %	Often
5	I think about grammar and structure before saying something in English	64 %	Often
6	I read a book, newspapers, magazine, and a novel in English to learn grammar to improve my speaking ability	48 %	Sometimes
7	I speak fluently without thinking the sentence in Indonesian and then translate it in English	44 %	Sometimes
8	I talk to myself by using a mirror to speak English very fluently	80 %	Always
9	I watch movie and television to know the different accent between American and British	60 %	Often
10	When I am not sure my pronunciation is correct, I try to check it on an online dictionary to hear the correct pronunciation	78%	Always

The result of students' interview

Based on the researcher's interview, the students had some aspects of speaking skills namely comprehension, vocabulary, grammar, fluency, and pronunciation.

Table 5. The Aspects of Speaking Skills

No	Aspect of speaking skill	Description	Example
1	Comprehension	The students developed their comprehension by memorizing the new vocabulary. They used new vocabulary in speaking so that they knew a lot of the English language and understood the other people said.	*"Yes" "Usually when I get new vocabulary I keep repeating it so if there is additional knowledge I will share it with my friends"* (Interview B2/B6) *"Sometimes I understand, sometimes I don't. The way I have to memorize or know a lot of vocab or vocabulary in order to understand better"* (Interview C2/C6)
2	Vocabulary	Students said that to improve their speaking skill, they used the dictionary to look for the meaning of the new word that they got. The students memorized the vocabulary and tried to use it when they spoke. The students said that vocabulary was important in speaking because	*"Yes, a lot. With a lot of vocabulary memorized"* (Interview B7/B9) *"Yes of course" "Usually by looking at the dictionary, practicing how to speak can also be used when talking to friends"* (Interview C8/C10)

		they can communicate with another	
3	Grammar	The students said that to improve their grammar, they must read a lot of books. It made them knew the correct grammar. The students also learned about grammar with their friends.	*"Ya" "By training, by reading more"* (Interview D14/D16) "*Eee…Sometimes, by reading a lot or like studying online, grammar is like grammar so it's like learning more or studying with friends*" (Interview E14/E16)
4	Fluency	The students discussed with their friends and teacher at school to practice fluency in speaking English or they followed the English competition. If they were at home, they discussed it with their family or talked in front of the mirror.	*"Eee.. sometimes" "Invite friends, then often discuss with the English teacher, or if not at home often discuss with family like that" (Interviews B20/B22)*
5	Pronunciation	The students felt pronunciation was important because they understood when other people talk in English. The students discussed with their friends easily because they knew how to pronounce the word. If students had good pronunciation, they had no trouble when watching a film that uses English	*"Yes" "It's easier to discuss with other people in English or watch movies in English"* *(Interviews D26/D30)*

DISCUSSION

As a result, some students tried to improve their speaking ability. To make this finding more relevant and to answer research questions. Below, the researchers discuss this more clearly with some of the theories that support the data. In the discussion, it described two types of student efforts to improve speaking skills: personal experience and speaking experience. The first discussion focused on the nature of the student's effort and the second on aspects of her speaking skills. Discussion of students' efforts to improve speaking skills. Based on the result of the questionnaires, the researcher found that there were two kinds of students' effort with different level categories.

1. Personal Experience

a. Students use the new vocabulary to speak to easily remember the vocabulary

If students get a new vocabulary, students use it when they speak to other people, it makes them easy to remember the vocabulary with a percentage of 81 %. From the result of the questionnaire, it can be concluded that the students had the effort to improve their speaking skills by using the new vocabulary to speak. It means that new vocabulary is very important to improve speaking. In learning English, vocabulary is important to know because if students do not have lots of vocabulary they can't express their idea and communicate with other people. Vocabulary helps students to understand what others talk about. If they get the new vocabulary try to use it in their daily activities and then repeat it, it makes them easy to remember. From the interview, students said that they usually look for the word in the dictionary and practice speaking to their friends.

b. Students ask a friend for help if they forget the vocabulary. Students ask a friend for help if there are problems that they face when they speak like forgetting vocabulary. According to Alqahtani (2015), vocabulary is the total number of words needed to convey an idea and express the speaker's meaning. That is why it is important to learn vocabulary. When students speak English but suddenly they forget the vocabulary, they will ask their friends for help. It makes them easy to know the vocabulary without opening the dictionary and they can continue their conversation. The effect of lack or forgetting the vocabulary makes students feel hesitant to speak, not confident to speak, not used to talking in the class, and difficult to express words and sentences, which will make them hampered in speaking English. From the interview, students said that if they made mistake their friend told them.

c. Students look for native speakers to improve pronunciation. Students look for native speakers on social media to exchange information by using English and focus on the native speakers' pronunciation. Imitating native speakers' pronunciation can save time because sometimes to learn pronunciation English we need to open the dictionary, ask a friend or use other media. While learning with native speakers students do not need special media just by listening to how they are pronounced and students will know the different accents in English. Based on the interview, the students said that they listened to the native speaker's pronunciation to know the correct pronunciation.

2. Speaking Experiences

   a. Students use a mirror to speak English very fluently. 80 % of students talk to themself by using a mirror to speak English fluently. Students practiced speaking in front of the mirror to make them fluent in speaking. Therefore they do not hesitate to make a mistake. Everyday mirror practice will bring students closer to the English language. In mirror practice, there are many topics that students can talk about. This way can make students' minds free and they know what they are doing, and they will automatically become confident. So, the students can be more fluent in speaking English. Based on the interview, students said that they practice fluent in speaking English by using mirrors at home.

   b. Students check the correct pronunciation in an online dictionary. When the students are not sure their pronunciation is correct, they try to check it on an online dictionary to hear the correct pronunciation. According to Metruk (2017), online dictionaries appear to be useful for practicing and improving pronunciation. It means that an online dictionary was used by the students to know how to pronounce the word. English learners can actually see the word and hear the correct pronunciation. The development of new technology and the internet has progressively changed the dictionary concept, the online dictionary has the potential to provide instant access that makes easy to use it because the students were sometimes lazy to open the manual dictionary which wastes a lot of time. The online dictionary can make students interested to learn English. It is reasonable to assume that the online dictionary should possibly facilitate pronunciation teaching and learning, and result in improved pronunciation. From the interview, the students said that they if they did not know the pronunciation they checked it in an online dictionary.

c. Students make a small note to write the new vocabulary. 69 % of students make a small note to write the new vocabulary. The best small note is enough to put in students' pockets, so they can carry it everywhere, students will always get access to their vocabulary at any place and any time. So they can study while waiting for the teacher or in the car when they go to school. Remembering new vocabulary is something that many language students find difficult, students need to form a long-term memory of the word that they are trying to remember. When students learn a new word in class or during self-study, it only uses their short-term memory. They are able to recognize and even use the word during their studies but then they may forget it. They need to move the word into their long-term memory. The only way to do this is to see and use the words many times. So then, why is a small note helpful to improve vocabulary more quickly? Based on the interview, students said they wrote the new word on a small note or in their book.

The discussion of aspects of speaking skills that mostly developed by the students

Based on the result of the interview, showed there were some aspects of speaking skills and there was an aspect that was mostly developed by the students, which can be seen from the difference in level category.

1. Vocabulary

In spoken language, vocabulary is more familiar and commonplace. This means that the language or style of speech used, and the vocabulary used must be very familiar and used in everyday speech in order to understand spoken language. Vocabulary acquisition is one of the factors for mastering English as a foreign language. This means that students have the ability to understand and use words and meanings. The more vocabulary a student masters, the better their language performance. Due to the limited vocabulary, students struggle to acquire English skills. The interviews showed that 4 out of 5 students had a good vocabulary. This was similar to the results of the survey that students' greatest effort to improve their speaking skills was vocabulary. When students were given new vocabulary, they used it when speaking with others and found it easier to remember.

2. Comprehension

According to Rora (2015), comprehension is the ability to recognize and process a set of discourses and express the meaning of sentences. Comprehension is

the ability to understand the speaker's intent and general meaning. Good understanding is a good understanding. A person's good language comprehension affects their ability to speak. This means that comprehension means understanding what the speaker is saying to the listener to avoid misunderstanding, and its function is to make the listener understand the speaker's information easily. 3 out of 5 of his people got the information from. There was many students' effort to improve their speaking skill, one of the efforts was for students to listen the music or watch a movie to understand what other people talk about.

3. Fluency

Fluency usually refers to expressing oral language freely without interruption. It means that if students who have good fluency will perform or use the language easily and quickly in the right order of language. There are many ways to practice fluency, one of the ways from the result of the questionnaire is, We can see the students had the effort to improve their fluency by using the mirror to speak with had the highest percentage in speaking experience. From the interviews, students said that to more fluent in speaking English, they practiced speaking with their friends or family. If students always practiced speaking with other people wherever and whenever they would be familiar with English but sometimes students were shy or they did not confident to speak in front of other people, they can practice speaking in front of the mirror, there no people can see if they made mistake. They were some students' efforts in speaking. The researcher got information from the result of the interview, 3 of 5 said that fluency was one of the aspects that developed students' effort.

4. Pronunciation

This means that students can communicate effectively if their pronunciation is good. As a result of the interview, 2 out of 5 students surveyed answered that their pronunciation was good. Pronunciation was one aspect of her speaking skills that were developed through the efforts of her students. For the students surveyed, the pronunciation was important to speak English, as it enabled students to speak to others without fear of making mistakes.

Although there were some efforts made by the students to improve their speaking, some efforts that the students did base on questionnaires, were students listened to the correct pronunciation in the online dictionary and looked for the native speaker to hear how to pronounce the word. If students have good pronunciation they will sound more natural and learn to speak English more quickly. It will help students listen to English better.

5. Grammar

This means that students can communicate effectively if their pronunciation is good. As a result of the interview, 2 out of 5 students surveyed answered that their pronunciation was good. Pronunciation was one aspect of her speaking skills that were developed through the efforts of her students. For the students surveyed, the pronunciation was important to speak English, as it enabled students to speak to others without fear of making mistakes.

Although there were some efforts made by the students to improve their speaking, To study English grammar well, students need to practice each grammar until they can freely use it and confidently. The researcher got information from the result of interviews 2 of 5 students who said they had good grammar. Based on students' experience, they said that to improve their grammar, they must memorize the formula and read a lot.

CONCLUSION

Based on the analysis of the findings and discussion, the researcher concluded there were six activities of students' efforts in speaking skills. The highest percentage comes from Students used the new vocabulary in speaking to easily remember the vocabulary with a percentage. Follow by Students used a mirror in speaking English fluently. Then, Students checked the correct pronunciation on an online dictionary. Next is Students asked a friend for helping them if they forgot the vocabulary. Then, Students looked for the native speakers in improving their pronounciation. The lowest percentages is Students made a small note to write the new vocabulary.

There were some aspects of the speaking skill, they were comprehension, vocabulary, grammar, fluency, and pronunciation. The researcher got information from the interview about the aspect of speaking skill, 4 of 5 students chose vocabulary, 3 of 5 students chose comprehension, 3 of 5 students chose fluency, 2 of 5 students chose pronunciation, and 2 of 5 students chose grammar. The result of the interview showed that vocabulary is an aspect that was mostly developed on students' effort.

This research also gives suggestions for 1). For the student. The students should improve their ability in speaking. Students who don't put in much effort should motivate themselves to put in more effort to improve their speaking skills. It should be recognized that vocabulary is one of the most important things in speaking. With a good vocabulary, students can easily express their thoughts through speaking. 2) For teachers. Teachers create an excellent learning and teaching learning environment so that students can focus more on improving their speaking skills and provide solutions to improve students' vocabulary skills. need

to do it. 3) For other researchers. The researchers recognize that this study is far from complete and hope that other researchers will make it as complete as possible. Other researchers could use this research as a reference to conduct relevance research.

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