

Students' Speaking Performances Evaluation in English Webinar Series Activity

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Abstract

Evaluating speaking performance is very essential to measure the students' quality in speaking. The aim of this research is to find out and describe the English Students' Speaking Performances in English Webinar Series Activity which had been conducted on January 4th – 10th, 2021 with the theme "Teaching and Learning English is Easy, Fun, and Cool". The research design used descriptive qualitative method. The instruments used were: (a) The Analytic Rubrics; and (b) the video recording from Zoom Meeting Application of students' speaking who had followed the English Webinar Series Activity. The result of this research showed that the English students have quite good score to master the components of speaking performances as fluency, pronunciation, vocabulary, grammar accuracy and comprehension. It indicates that students' speaking performances is good. The researchers suggested that English students can use the components of speaking performances as a guide in order to level up the quality of their speaking performance.

Keywords: *Speaking Performances, Evaluation, Webinar Activity.*

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A. Introduction

Speaking performance is the act of people which observable or measurable to convey their message to the listener using several rules so that the listener can understand the meaning clearly. According to Oxford Advanced Learner's Dictionary cited in (Merlin, 2018), "performance means the act of performing a play, a concert or some other form of entertainment. Moreover, Al Hafiz & Gushendra, (2021), claimed that, speaking performance is one of the basic language skills that play a major role rather than other skills because of its extensive use. The students are provided with instruments and equipment as a means to create an environment that is considered to be more like situations encountered in life beyond school.

Speaking performance can be effective and better way to deliver the meaning or message to the listener. Wael et al., (2018), stated that, Speaking can be considered as the productive skill of the oral communication which involves other people in conveying the information by pronunciation the words. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. Rakhmanina et al., (2020), stated that, speaking is also called as multitasking

skill which requires language learners to learn: grammar, pronunciation, and vocabulary. Those aspects sometimes are neglected by the language learners. According to Chaudy cited in (Merlin, 2018), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. According to Ramadani & Hamdani, (2021), Comprehension is the mind's act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred. Grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Nunan cited in (Muharni, 2017), described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Salawazo et al., (2020), Vocabulary is the total number of words as people know and use it in their Language activities, a group of words and meaning to communicate with others as a main part of Language. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researchers concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Pronunciation is the way for students to produce clearer language when they speak. According to Arodjiah, (2020), Pronunciation is the way for students to produce clearer language when they are speaking. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

Fluency is the ability to read, speak, or write easily, smoothly and expressively. According to Luoma cited in (Winaryo & Gusdian, 2021), Fluency involves the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

As a learner in Indonesia, many students get difficulties in making their pronunciation better and exploring their idea in Speaking. It makes the students felt worried to express their speaking performance. This problem also happened to the English students. Students' speaking problems can be solved by giving lots of chances to them for practicing English in the classroom or out of the classroom. Oral presentation is a form of communication which is intended to convey certain ideas, messages and information (Jaya et al., 2021). Moreover, Speaking activity involves producing and receiving information which is influenced by participants, experiences, physical environment and purposes (Mia, 2019).

One of activities that can be used in speaking performance is English Webinar. The English Education Study Program of UMB has held a webinar series activity was a very good activity to see and assess students' English skills in pandemic Covid-19 like now. The 7-day activities were attended by many students from seventh semester to present their English performance. The students' speaking performances are different from each other. They have their own problem such as the pronunciation, grammar, vocabulary, fluency and comprehension. So the researchers should have the guideline to give them the score. Based on Cyril cited in (Fitriyani, 2018), There are some indicators that be supposed to measure the speaking performances, as follow:

Table 1. Indicators of Speaking Performance Measurement

No.	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriate.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammar Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

In pandemic Covid-19, it is actually not possible to hold an activity that must have a large audience to see the speaking performance of the participants. Therefore, the researchers use an event which is currently very popular by various people such as a webinar activity. Webinar is a seminar that is performed on the World Wide Web. It can be meetings, conferences, demonstrations, training or teaching, or events that are designed to give information either one-way or interactively. Webinar can include video, audio and textual communication. It can also be recorded and referenced at a later time. This function is useful for reviewing a session or for those who were unable to attend. Based on Toquero & Talidong, (2020), a webinar or web-based seminar has almost the same configurations with the face-to-face seminars except that it is conducted over the internet and audiovisual means.

The explanation above indicates that students' speaking performances are very important for them and there are previous studies related to this study. First, Mandasari & Aminatun (2020), there is

significant improvement towards students' performance after learning English by using Vlog. Second, Merlin (2018), Hands-On Learning could improve the students speaking performance at the tenth grade of SMAN 1 Raman Utara. Third, Helmanda & Nisa (2019), rubric serves a single point for those who cannot show their best performances, but at least they had tried to stand in front of the class. Fourth, Fitriyani (2018), Language games can increase the students' speaking performance at the eighth graders of Mts Mathlaul Anwar Meraksa Aji, Tulang Bawang. Fifth, Manurung & Izar (2020), the updated teaching strategies should be applied in terms of reducing the use of the mother tongue by combining various speaking performances, collaborating with other lecturers to organize more English programs, and share the speaking teaching experience.

From the previous studies above, it is known that speaking can be applied to English students by various activities. Therefore, this research tries to take some phenomena in English webinar series activity such as their performances, the language they used, and the interaction when they performed. From the description above, there is no previous studies have used webinar activity for students' speaking performances. That is why the researchers are interested to conduct the research entitled "Students' Speaking Performances in English Webinar series activity in English Education Program of Muhammadiyah University of Bengkulu".

B. Methods

1. Research Design

This research used descriptive qualitative which focuses on descriptive method as a procedure to get the data. The descriptive research wants to give image or confirmation a concept or symptom also asks questions about research subject at this time. It is aimed to score the speaking ability of Students' Speaking Performances in English Webinar series activity in English Education Program of Muhammadiyah University of Bengkulu. The instruments that have been used were: (a) The Analytic Rubrics; and (b) the video recording from Zoom Meeting Application of students' speaking who had followed the English Webinar Series Activity on January 4th – 10th, 2021 with the theme "Learning English is Easy, Fun, and cool". The researchers classified the data detail by using score and criteria level.

2. Data Collection

The data of this study was collected by using Zoom's videos recorder and analytic rubrics. The items of analytic rubrics were adapted from Cyril cited in (Fitriyani, 2018) which consists of five components of speaking performance as Fluency, Pronunciation, Vocabulary, Grammar Accuracy, and Comprehension. The data was collected from July 1st, 2021 until July 8th, 2021. The data was gotten from all students in seventh semester who had followed the English Webinar Series Activity on January 4th – 10th, 2021 with the theme "Teaching and Learning English is Easy, Fun, and cool". There were 53 students in the Academic Year 2020/2021 in the English Education Study Program at Muhammadiyah University of Bengkulu.

Tabel 2. The Analytic Rubrics

No.	Subjects	Criteria of Speaking					Score Average	Criteria Level
		F	P	V	GA	C		
1.								
2.								
3.								
4.								
5.								
Total Score								
Score Average								

Where: F: Fluency, P: Pronunciation, V: Vocabulary, GA: Grammar Accuracy,
C: Comprehension

Adapted from Cyril (2005)

3. Data Analysis

The researchers watched the videos recorder of English Webinar Activity that has been recorded before. The researchers wrote the scripts from the students’ performances in English Webinar Series Activity. The researchers identified the components in speaking based on the scripts and the videos recorder of English Webinar Activity that have been recorded before. The researchers started to score the students’ performances in speaking by using analytic rubrics adopted from Cyril (2005). The researchers classified the data detail by using score and criteria. The researchers analyzed and described the data. The researchers wrote conclusions of the data.

Table 3. Score and Criteria Speaking Performances

Scores	Criteria
Score 4	Excellent
Score 3	Quite Good
Score 2	Fair
Score 1	Bad

Adapted from Cyril (2005)

C. Result

The English webinar series activity has been held for 7 consecutive days from January 4th – 10th, 2021 with the theme “Teaching and Learning English is Easy, Fun, and cool”. The English webinar series activity was held per day with the number of presenters as many as 8 to 9 people. The results from the English webinar series activity will be displayed in the table below.

Table 4. The results of Students’ Speaking Performances

Sum of Students	Criteria of Speaking Performances				
	Fluency	Pronunciation	Vocabulary	Grammar Accuracy	Comprehension
53	3.29	3.47	3.06	3.70	3.17

Based on table above the researchers found that most of the presenters got around 3 points for fluency, pronunciation, vocabulary, grammar accuracy, and comprehension. In fluency, almost 34% of them keep staying on topic. There were only 18 presenters who got the highest score from 53 presenters. Most students could not speak fluently because they were shy and did not feel confidence. They still read the notes while speaking. It can be said that they were not mastering or understanding their own speech or topic very well. It seemed they were more memorizing it than understanding. However, because of their nervousness, they also sometimes repeated the same things and it was difficult to get the point of what they were willing to say, ideas or arguments they wanted to deliver. Moreover, the researchers found that most presenters were too slowly and stammered when delivering the presentation material so that the smoothness of the delivery was slightly disturbed. That's why many of the presenters got around 3 points.

In pronunciation, the research showed that the total score of pronunciation level of students’ speaking performances in seventh semester was 184 points. Their pronunciation of words and sentences was good and every word that is spoken was clear enough so that many of the presenters got 4 points. This happens because sometimes there were few errors in delivered the material, the intonation is too general but did not interfere with the understanding needed by the listeners. This means, in terms of pronunciation when the students speak English, average they could call word by word with good pronunciation although it was not perfect like American or British yet.

In vocabulary, the highest score they have got is only 3 points. Most students seemed to have problems with vocabulary mastery. They sometimes used wrong word choices, mumbled, and stopped talking. The words used by the presenters were too commonly used. In grammar accuracy, grammatical errors were only occurred a little bit. That was why they mostly have received 4 points. Moreover, many presenters used good and organized grammar so that the audience could understand the meaning of the material presented.

Finally, talking about Comprehension, 9 out of 53 presenters in the English webinar series activity have received 4 points because they were interacted effectively and followed the discussion. 44 out of 53 presenters in the English webinar series activity have received 3 points because the adequate use of interactive strategies were general but when they performed, some difficulties in maintaining interaction consistently. It was because there were fewer interactions with the listeners and they were only focused on the text in PowerPoint. The presenters seemed to keep thinking of what they want to say next and were afraid of making mistakes. They also seemed to be shy to look at the audience, and their body language showed that they did not feel comfortable.

In other words, it can be concluded that there were seven days of English webinar series activity. There were 53 students that have been evaluated about their fluency, pronunciation, vocabulary, grammar accuracy, and comprehension. For the first category, the researchers found that most of the students got a score 3 in fluency. From the observation process, the researchers found that most students cannot speak fluently because they were shy and did not feel confident and also they were still used notes while speaking. It can be seen that they were not mastered or understood their own speech or topic very well. They were still memorizing, so it became quite difficult for them to deliver their speech fluently. The second is pronunciation. Half of the students' pronunciation was well and half of them, pronounced the words incorrectly. The third is vocabulary. Most students seemed to have problems with vocabulary mastery. They sometimes used wrong word choices, mumbled, and stopped talking. The fourth is grammar accuracy. Many students did not have problems in using their grammar while they were performed. The last is comprehension. The students were avoided seeing to the audience. Therefore, the students were not able to perform in the duration required or given by the moderator. It happened because they were too worried about their performance, so they forgot about other aspects such as making some interactions with audiences.

D. Discussion

In this research, the researchers described the five criteria of speaking performances in English webinar series activity. According to Cyril in Fitriyani (2018), there are five criteria of speaking performances, namely: fluency, pronunciation, vocabulary, grammar accuracy and comprehension. The researchers described how the students' performances convey or display speaking in the English webinar series activity which had been conducted on January 4th – 10th, 2021 with the theme “Teaching and Learning English is Easy, Fun, and cool”.

The data were obtained from seven days of English webinar series activity. The researchers found that the students' speaking performances in English webinar series activity were categorized as quite good with a score percentage of 80%. The order of categories from best to worst is fluency, pronunciation, vocabulary, grammar accuracy, and comprehension.

First, the best performance of students in speaking performances was fluency. The students' performance were best in this component, it was based on their fluency in deliver the material when they presented it in an English webinar. According to Luoma cited in (Winaryo & Gusdian, 2021), Fluency involves the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses. In this component of speaking performances, the students' fluency was quite good because they were still used notes while speaking.

The second was pronunciation. The students' performances in this component were good. Pronunciation is the way for students to produce clearer language when they are speaking (Arodjiah, 2020). Half of the students used good pronunciation and half pronounced the words incorrectly. This component was a very important aspect in speaking performances because stressing and intonation influence the way someone communicates, ideas in order the message will easily be transferred and avoided from misunderstanding.

The third was vocabulary. The students' performances in this component were poor. Vocabulary is the total number of words as people know and use it in their language activities, a group of words and meaning to communicate with others as a main part of language (Salawazo et al., 2020). Based on the results some of students have problems with vocabulary mastery. They used every words but none of them understand its meaning. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

The fourth was grammar accuracy. The students' performances in this component were good. Based on the theory from Nunan cited in (Muharni, 2017), described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. Based on the result, many students did not have problems in using their grammar while they were performed. Many presenters used good and organized grammar so that the audience could understand the meaning of the material presented.

The last was comprehension. The students' performances in this component were in average. Comprehension is the minds act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning (Ramadani & Hamdani, 2021). But in this case, it did not happen with students when they performed. The students were avoided seeing to the audience, most of the time they avoided eye contact with the audience.

From the explanation above, the students' performances in the English webinar series activity were in quite good categories. Because there were some still students did not apply all components of the speaking performances. This research has its limitation. The limitation of this research is only focused on the components of speaking performances, namely to describe the students' speaking performances in English webinar series activity. From these limitations, it is suggested to further researchers be able to conduct other research on students' confidence in public speaking in English webinar series activity.

E. Conclusion

Based on the research results and discussion previously, the researchers concluded that the students' performances in English webinar series activity in English Education Program of Muhammadiyah University of Bengkulu were quite good. Around 80 percent of students got scores above the average. Meanwhile, few of them got scores below average. It can be said that English students were capable enough to perform in public. Based on the findings, the researchers suggests to the lecturers and the students. They are as follows: English students should understand the components of speaking performances when they perform in public speaking. English lecturers are recommended to make a webinar series activity. So that the students can practice to be the presenters in speaking activities. It is hoped by conducting more frequently webinars, it will impact to the students' speaking and increase their confidence.

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