

Students' Speaking Performance of English Department: Anthropological Approach

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ABSTRACT

This research was aimed to find out the students' speaking performance of the English Department. This research used an anthropological approach with three components, namely: text, co-text, and context. This research applied two steps in collecting data, namely: in the dept-open-ended interview and direct-participatory observation. The research method employed the qualitative paradigm with an interactive model in some steps of analyzing data, namely: data display, data condensation, and drawing a conclusion/verifying. The research parameters were interconnection, evaluability and sustainability. The research finding showed that the students' speaking performance was classified into speaking expression and students' speaking patterns consist of opening, core, and closing. The speaking component was a small group, it can be two, three, and four students in a group. The students' speaking function is a reference to be polite, respectful, and study hard. Generally, students' speaking performance is to encourage the students to speak politely, respectful, and keep them studying hard for improving their speaking capability in the education field.

Keywords: Students' Speaking Performance, English Department, Anthropological Approach.

INTRODUCTION

Performance is the implementation of whole knowledge on the stage. The process of performance is started from the preparation of opening, core, and ending of the event. That process is important to achieve the goals of the event. The goal of

the performance is to inform the audience or community about the event's theme. Performance is the communication practice in the process of activity, Finegan (1992:90). More deeply, Finegan stated that the performance is used to refer to the event in the sequence time that the performance taking place as the organized event and actual. Duranti, (1997:14-16) states that the performance is used in various fields of art, linguistics and it can be interpreted in various ways. Performance is not only in the art field but also in the education fields, especially in the learning process.

The learning process is done on the levels of education. Based on the international standard classification of education (ISCED), education levels are an ordered set of categories base on the knowledge experience. The classification of education levels consists of nine levels, namely: early childhood education, primary education, lower secondary education, upper secondary education, post-secondary non-tertiary education, short-cycle tertiary education, bachelor's education, master's education, and doctor or equivalent level. Bachelor's education is this research taking place for the second-semester levels. This level is chosen because the researchers teach on this program so that it can be as the evaluation of the speaking teaching-learning process.

As the educational fields, the process of student's speaking performance is analyzed by applying the anthropological approach. This approach is a concern of

language study as the cultural resources, speaking as a cultural practice. The anthropolinguistic concept is the study of language as a cultural resource, the study of the culture behind language uses, and also the study of another aspect of human life. The other aspects are religion, politics, economics, education, and others. So this study is a concern on the education field as the aspect of human life. Student's speaking performance is discussed in this study because it's purposed to inform the speaking process in the classroom, to describe the pattern of student's speaking and to analyze the students' utterances in speaking performance.

Sinaga, (2019:267) states that students have come from different backgrounds. They have different styles, characters, gestures, intonation, and others. They have different performance, while they are communicating in front of the class. Their speech helps the lecturer in applying the teaching model or strategies in speaking subjects. Student's speaking performance together with behavior will influence and ensure transferring ideas to the partners.

The anthropolinguistic approach is used to describe the students' speaking performance and the components covered by text, co-text, and contexts that can give the meaning of performance. Text is the student's speech while they are doing speaking practice in the classroom. Co-texts is the materials that used to support speaking performance. Then, contexts are the situation, ideology, education context that students' speaking performance taking place, and so on.

Based on the explanation above, the researcher analyzes the students' speaking performance, while they were practicing in front of the class. Based on the preliminary observation in teaching-learning activities, most students cannot show good performance. So this research is needed to do as the evaluation for applying the teaching speaking model at the second's semester of English department in the academic years 2018/2019.

REVIEW OF LITERATURE

Anthropolinguistic Approach

Anthropolinguistic is the study of language as cultural resources and speaking as a cultural practice. Sinaga (2019:880) states the anthropolinguistic is the study of language based on the culture's field and study of culture based on the language uses. According to Denesi (2004:8), anthropological linguistic is the study of languages by gathering the data directly from a native speaker. Its' means the linguist gets a better understanding of language and it's relation to overall culture by witnessing language used in a natural social context. Hymes (1963: 277) states anthropological linguistic is the study of speech and language within the anthropology context. Duranti (1997:1) states linguistic anthropology is a distinct discipline that deserves to be studied for its past accomplishments the vision of the future presented in the work of relatively small but active groups of interdisciplinary researchers.

Foley (1997:3) state anthropological Linguistic is a subfield of linguistic which is concerned with the language place in its wider social and cultural context, its role in forging, sustaining cultural practice, and the social structures. Sibarani (2004:50) states, the anthropolinguistic approach is as the branch form of knowledge that study of variation and utilizing of language in relation with every era, the different of communication' place, the system of genetic relationship, the influence of ethnic habit, ethnic of speech, trust, custom, and system of the other culture from ethnic' country. Sibarani (2018:43) the concept of anthropolinguistic as an interdisciplinary scientific field, the scopes of anthropolinguistic studies are the study of culture, the study of language, and the study of the other aspects of human life such as religion, politics, economics, education, and others.

So these studies appropriate to use the anthropolinguistic approach because one of its concerns is the study of the others aspect

of human life, that is education. This research describes the student's speaking performance of the English department of teacher training and education faculty of Nommensen HKBP University.

Performance

Hymes (1961:24) states that performance is something creative, achieved, and realized. Performance is the dimension of human life, namely: singing, music, theater, and other public creativity. It means likes storytelling, debate, communication, singing, and speaking. Finegan (1992:86-90) states, performance is an element in the event, and one of the main means of research art. The performance is a sense perhaps an element in every action and certainly a concept of general interest within anthropology and elsewhere. Then performance as one specific mode of human communication and action, distinguishing this from 'merely' describing in a 'normal or everyday' manner.

Bauman (1977:3-17) states, verbal art as performance, based upon an understanding of performance as a mode of speaking. The performance is the mode of language use and the way of speaking. Then, the important thing in performance is the concept. Duranti (1997:14) said the concept of performance is drawn from the number of sources and can be interpreted in some ways. Besides the concept of performance, there are components in the performance, namely: the main component and other components. The main components are agents and audiences (Students who perform and other students who as the audiences). Other components are the situation and events organization, media of event, and skills of events, Finnegan (1992:89-97). Sinaga (2019:359) states that the Performance is the execution of event on the stage. The students' speaking performance is the learning process in the appearance of speaking practice. In speaking, performance will discuss text, co-text, and contexts as the whole meaning of performance.

Learning of Speaking

As the learning process, it is relatively changed in someone's knowledge or someone's behavior due to the experience. The learning process has three components, namely: there is the duration of long-term than short-term, locus of change is the structure and content of knowledge in the behavior and memory of students, cause of change is the students' experience in the environment than the motivation, fatigue, physiologic intervention or physical condition.

Based on those components, someone expresses their feeling, idea, or response to other people by speaking. Someone able gave a response because they understood the speaker means. Cameron (2001) state that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language to share understanding with other people requires attention to precise details of the language speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately or precisely and also need to organize the discourse, so the listener will understand. The speaker must able to produce the language target in spoken form because the process of building and sharing meaning is the aim of speaking through the use of the verbal and non-verbal symbol in various contexts.

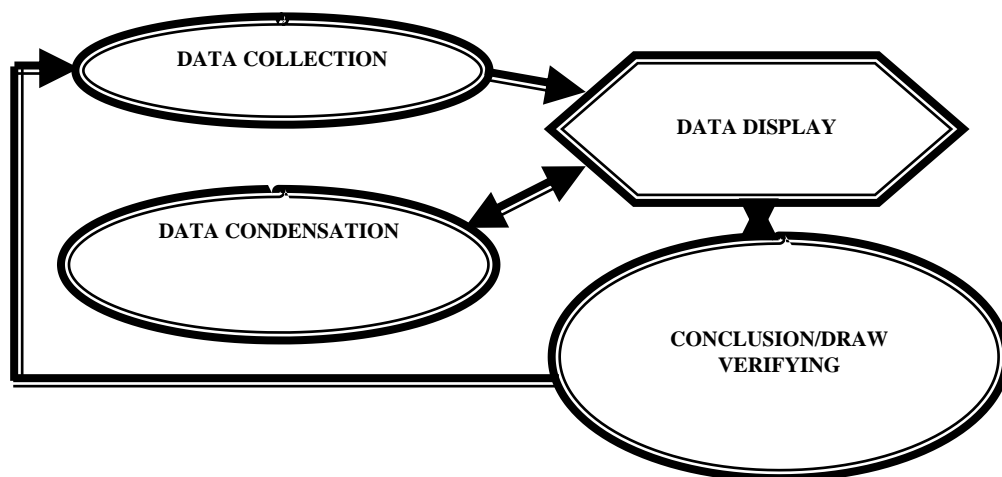
RESEARCH METHOD

The research method of this study used a qualitative paradigm. As a qualitative paradigm, the aims of this research are to describe and analyze the students' speaking performance. This research used the anthropolinguistic approach with the interactive model in analyzing data. The data were the students' speech of the English department of Nommensen HKBP University. The data collected by Handycam to record the utterances of students' performance in speaking. The collecting data were direct/participatory observation and in-depth and open-ended interviews.

Direct/Participatory observation used to observe the speaking activities in the classroom. Open-ended interviews used to get information related to students' speaking performance. Sibarani (2014:283) states that the paradigm of the research will determine the method of collecting data. Collecting

data began from the form as the surface layer of the data about the text, co-text, and context. After collecting data, there were three steps in analyzing data, namely: data condensation, data display, and drawing verifying/conclusion.

The Components of Analyzing Data: Interactive Model, source (Miles, Huberman dan Saldana, 2014: 14).



RESULTS AND DISCUSSION

Results

Students' speaking performance of the English Department is the students' activities in the learning process of speaking. The lecture divided the students into some groups and gave the topic for every meeting. Each group prepared and practiced their dialogue before joining the class. In the learning process, the students must be ready and perform the dialogue while the lecture invited them to come to in front of the class. Then, they have started their conversation with all of the audiences.

Students introduced their group names to the other group as the audience. "Good day guys, thanks for the times, now we would like to introduce ourselves, my name is Florence and my friend's name is an angel. We are from the fifth group and we want to perform our conversation with the topic is the weekend. Please give your attention, thanks to you". Then, they started the dialogue around 5-10 minutes in each group. They greeted their partner and performed the topic. For the students' speaking performance, it is seen from the table that shows formula consists of three forms, namely: opening, core, and closing.

Performance

No.	Students' Speaking Performance		
	Opening	Core	Closing
1.	The students who perform introduced their selves in front of the class.	The students began the dialogue with great their partner.	The students close the performance by saying "well, thank you for your good attention and we say sorry to all of you if we have mistaken in our dialogue, thank you".
2.	The students started to greet the audiences by saying "Good day everyone, thank you for the time.....".	They asked each other about their activities on the weekend. It take time around 5-10 minutes.	Last, they may take their seats.
3.	The students can start the performance and introduce the topic "Our topic today is about weekend". Please give your good attention.	The last, they ended their dialogue with closing the conversation.	

Text, Co-Text, and Contexts

No.	Analysis	Unsure	Analysis
	Structure of Discourse	a. Text 1. Structure of Macro	Theme: to legitimate the students' speaking performance.
		2. Superstructure	a. Introduction 1. The students greeted the lecture and friends as the audience. 2. The students who perform introduced the topic.
			b. Core 1. The students greeted their partner at the beginning of the conversation. 2. The students asked each other about the topic, that is the weekend. 3. The students closed the conversation "Well friends, thanks for your time, I hope we enjoy our conversation and see you next time".
			c. Closing 1. The students ended the performance with statements "thanks everyone for your attention, that's all about our dialogue, if we have mistaken, we say sorry and thank you".
		3. Structure of micro	Expression in the conversation. 1. It sounds like a good idea, 2. Off and on, 3. Come up with, 4. Once the routine is set, 5. A variety of things.
		b. Co-Text Paralinguistic Proxemics The materials	Intonation Distance Pen, note, paper, chairs, table.
		c. Contexts	
		1. Social Context	Social context is seen from the student's domination in speaking performance. The students still lack confidence while they are practice in speaking, it can be seen from their face and their voices.
		2. Ideology Context	Ideology Context can be seen in their background. The student's background is Batak' culture that it shows the power of voices.
		3. Education Context	The Education context is seen in the students' performance in front of the class. The students use the polite conversation and give serious gestures to perform it.
		4. Situation Context	Situation context is seen from the timing, place, and material that use of students in performance. The formal situation was shown in this performance because the speaking class was arranged by the academic curriculum.

Students' speaking performance was taken from the second semester of the English department in the academic years 2018/2019. It has three parts in speaking performance, namely: opening, core, and closing. The opening is the beginning of the students' speaking performance. Students who perform introduced themselves to the audience before started the dialogue. They greeted the audiences to get attention to their performance. The audiences were the lecturer and the other students that have in the classroom. Then, they started talking with their partner that called a core of performance. The core of performance was the students speaking process that started from the beginning until the end of the dialogue. The performers took time around five to ten minutes in performing the dialogue. Each of them has 10 or 15 times to speak up to the dialogue ends. Then, the last

is the closing of the performance. Closing is the end of students' speaking performance. They closed their dialogue and greeted the audience to say thanks for the timing and the good attention that given to them. They asked apologies to the audience if they have mistaken on their speaking performance and then they took a seat.

The Speaking Components.

Speaking components were founded, namely: actors, audience, situation and learning organization, internal organization, media of learning, and convention, and skill of learning. The actors of speaking performance were students who perform in front of the class. They practiced the dialogue around 5-10 minutes for one group. Then, the students who did not perform called the audiences. The audients gave their attention to the performers so they can compare their qualities before

perform. In achieving good performance, it also need a situation and learning organization. It is the support the condition of students' speaking performance. It prepared by the lecturer in the first meeting based on academic management. It arranged in the semester's schedule of the English department. This performance was done on Wednesday, April 2019 at HKBP Nommensen University.

Besides that, the internal organization is also needed to support the students' speaking performance. It is the structure of students in the classroom namely: committee, treasurer, secretary, and the other students as members. They have different responsibilities for every meeting of the speaking class. For example like the committee, he must prepare and took the media of learning. Media of learning such as a microphone, attendant list, book, act. Then, the last is the convention and skill of learning seen from the performer's capability in speaking. They should practice more than one time before they perform so that, they can improve their skill especially in speaking.

Based on the Van Dijk theory, the text of this study concern with analyzing the macrostructure, superstructure, and microstructure. Structure macro of Students' speaking performance is to legitimate the students' speaking capability. The students can improve their confidence while they were performing in front of the class. Superstructure consists of three parts, namely: introduction, core, and closing. The introduction is the beginning of students' speaking performance. It happened while they greeted the audience, "good day mom, good day friends, well we are from group two, want to introduce ourselves before we are going to perform our speaking performance and thank you for our lecture to give time to practice our dialogue and also thanks to our friends, please give your attention for our performance". The core is the main point of the performance. It happened while the students started the conversation up to the end. Here, students

expressed their idea, feeling, and argumentation by asking each other. Then, the last is closing. Closing means that, the ending of the students' dialogue or conversation. Students ended their performance with the statement "well, that all about our conversation, for your good attention, we say thanks". The microstructure found in the text of students' speaking performance was the conversation expression. The students expressed themselves through the statement, such as: off and on, it sounds like a good idea, once the routine is set, come up with, a variety of things.

Co-text was found in this research, namely: proxemics, paralinguistic, and things of material. Proxemics is the space or distance of human being in communication. The social space was the distancing of students while they were performing in front of the class. The distance is about 4-12 feet to the audience. Paralinguistic is students' intonation while the conversation running. Then, the last are things of material. It is the objects used in students' speaking performance, such as pen, dictionary, paper, textbook, and microphone. The microphone is the object that producing the sound more lauder. The students use this object in doing the conversation in front of the class. It has a cable around 4-5 meters. The textbook is the handbook of the speaking subject that arranged by the lecturer. From this book, the students read the topic for every meeting and created the dialogue. They created the dialogue by using a pen on their notebook or paper. Sometimes, if they didn't know the meaning of the vocabulary, they used a dictionary to find it.

The students' speaking performance also needed good condition while it performed and it is called context. The context of students' speaking is a formal situation. In the formal situation, students' speaking is framing by the main process of the learning process. Learning proses was done on Friday at 10.00-11.50 am in semester academic. Their fluency also improved in speaking performance for every

meeting. As the Batak ethnic students, they spoke in high voice but still used the polite words and honor expression event in or out of class.

CONCLUSION

The formula of students' speaking performance is related to verbal and non-verbal communication. The students' speaking performance refers to educative. Educative occur in greeting, polite words, and respectful. The students' character is represented by high intonation, brave, and study hard. High intonation, brave, and study hard refers to the Bataknese background. The aim of students' speaking performance has reference to students as performers and audiences in front of the public.

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How to cite this article: Silitonga H, Sinaga NT, Napitupulu FD et.al. Students' speaking performance of English department: anthropolinguistic approach. International Journal of Research and Review. 2020; 7(8): 130-136.
