



Speaking, How to Improve this Competence? An Exploration of Individual Performance Task in Speaking Class

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Abstract:

The aim of this research was to know individual performance task improving students' speaking skill in speaking class. Qualitative was the method of this research. Descriptive qualitative was presented in form table and diagram data. The samples of this research were students in speaking class one of the Universities in Bandar Lampung. There were 17 students who took speaking class. The data collecting technique were used interview and documentation. The interview was used in this research in gaining the students' opinion after doing speaking class using individual performance task. This research used unstructured interviewed. There were 13 questions as guide question have given to the students. The documentation also used in this research that the score of speaking class. The result of interview were 82% students improve in students' self-confidence. 76% students claimed that they get improve in speaking technical skill. Learning independence of students also improve at 64% in percentage scale. The highest significant improvement was at learning strategies, there were 94% in percentage scale. Task effectiveness also one of issues got improving 70% in percentage scale. Task challenge was 58% in percentage scale. Hope and suggestion of students got 35% in percentage scale. Meanwhile, based on the documentation speaking score before and after doing individual performance task there were 21% improving of students' speaking score. All of the data above, it can be shown that individual performance task can improve speaking skill in speaking class.

Keywords: *Individual Speaking Task, Speaking Class*

1. INTRODUCTION

Communication consists of speaker and listener. It consists of some people or at least two people in doing communication (Efiani et al., 2024). When we speak to someone, we share our ideas and feeling. Both of them should do effective communication in order to get easier to do the task in speaking class (Purnami, 2024). As a speaker we do oral communication and then the listener will give the response (Burhanuddin, 2021). So actually the oral communication is a complex activity, it is not only about delivering the message, but also about understanding the message from the speaker. Interactive communication can build after both of speaker and listener do their task correctly. Interactive communication is indicating a good communication. Good oral communication is needed in speaking class (Ningsih et al., 2023).

As international language, English is crucial language which has to be mastered by students. As we know, when we do interaction each other, we need language (Prihatini et al., 2023). Especially for English, we can do interaction with global community using this language. We also found that English is used in many fields in the world such as technology, education, etc (Nurdin, 2020). In this era, the development of technology is very fast. Technology becomes our partner in daily activity (Handayani & Pratiwi, 2023). Almost all of technology used English for instruction so that is why we must master English as basic language for the development of technology. Mastering English as global communication makes easier in collaborate with other cultural and knowledge (Prihatini et al., 2024).

There are four macro skills in English skill namely listening, Speaking, Reading and writing. In English, speaking is one of student macro skills for gaining well communication (Boonkit, 2010). It is also can be said that Speaking is the crucial skill in English (Pratiwi & Prihatini, 2021). In Indonesia; English took place as Foreign Language. Even though English as foreign language in Indonesia, the government obliges that English is one of language that must be master by students (Prihatini et al., 2020). This condition gives the reality that it is difficult to do English Speaking in daily use. The lack of time and place for English Speaking in Foreign Language is the reality for students (Pratiwi & Prihatini, 2023). The students rarely did Speaking practice after class so as the result the students' speaking skill do not like a native speaker (Anggreini et al., 2023). One of aspect in speaking is fluency. Fluency becomes a labelled of someone's ability level (Afifah & Devana, 2020). It makes the students tend to shy and afraid for doing any mistakes in English speaking.

There are so many types in speaking task in the class such as, role play, interview, giving information gap, matching information (Tuyen & An, 2019). Individual performance task in speaking also can use one of the types speaking task. In speaking class, the students need to do individual performance task in order to get their own confident. Individual task makes the students more preparation for their performance. Individual performance task in speaking gives the students opportunity to explore their knowledge, idea and opinion based on the topic has given before. Performance based assessment can be used to demonstrate speaking abilities, it can be in formal presentation, giving opinion about the topic and also giving speech (Ruzigul, 2024).

Based on preliminary researcher, the researcher found that the students in speaking still get difficulties improving their speaking skill. They used role play types of speaking performance task. If they did their performance using role play style, they tend to get help from their friend if they forget the text or sentences. It disturbs the situation of the role play performance task. It is also cannot bring the real situation in speaking class if they get disturbing in the middle performance task. So the researcher was interested to investigate about the using of individual performance task in speaking class in one of university in Bandar Lampung. .

2. METHOD

This research used qualitative as the method. The instrument of this research was interview and documentation. The interview used some questions for gaining the data related to the topic. The question in interview used unstructured interview. Unstructured interview used open ended question related to topic research so it like a conversation in natural way between the interviewer and candidate (McLeod, 2024). Unstructured interview is suitable for qualitative research. This type of interviewed is used for analysing the attitude and value. Unstructured interview can describe the students' point of view in using individual performance task.

The document here means the data of the students' score in individual performance in speaking class. The research can find the score of the students from the first meeting until the last meeting. The total of the meeting were 8 meetings. Every meeting had different topic. the students should do individual performance task with different topic each meeting. The researcher can find the progress of students' score from the first meeting until the last meeting using individual performance task. This research used random sampling technique. The samples of this research were students who join speaking class in one of University in Bandar Lampung. The total of sample of this research was 17 students.

3. FINDINGS AND DISCUSSION

The Result of Interviewed

As said before, this research aims for exploring individual performance task towards students' speaking skill. The researcher used several questions for this interviewed. There were 13 question for students in speaking class. The questions was consisted of opening questions, exploration of individual performance task experience, perception of individual task effectiveness, strategy, & suggestion, and closing questions. The details of question from interviewe and the result of interviewe can be seen in the table below:

Opening Question:

1. Could you please describe your overall experience during the speaking class?
2. Could you explain your understanding of the performance task method as applied in the speaking class?

Exploration of Individual Performance Task Experience

3. What types of individual tasks do you usually perform in speaking class? (e.g., monologues, presentations, storytelling, image descriptions, etc.)
4. In your opinion, how do you feel doing individual performance task in speaking class?
5. In your opinion, Do you feel that individual performance task can help you be more confident in speaking? Can you tell us in details?

Perception of Individual Task Effectiveness

6. Can you mention the advantages of using individual performance task based on your experience?
7. What are the difficulties in doing the individual performance task?
8. Do you feel that individual performance task can increase your speaking skills? Can you tell me about it?

Strategy & Suggestion

9. What strategies do you have in completing individual performance task in order to get high score?
10. In your opinion, how can these assignments with individual performance task can be made more effective to increase speaking skills?
11. Do you have any suggestions or something to the lecturer regarding this individual Performance task? what are the suggestions?

Closing Questions

12. Please tell me other experiences about speaking learning and individual task?
13. In your opinion, which one between group or individual assignments is more effective in increasing speaking skill? Why?

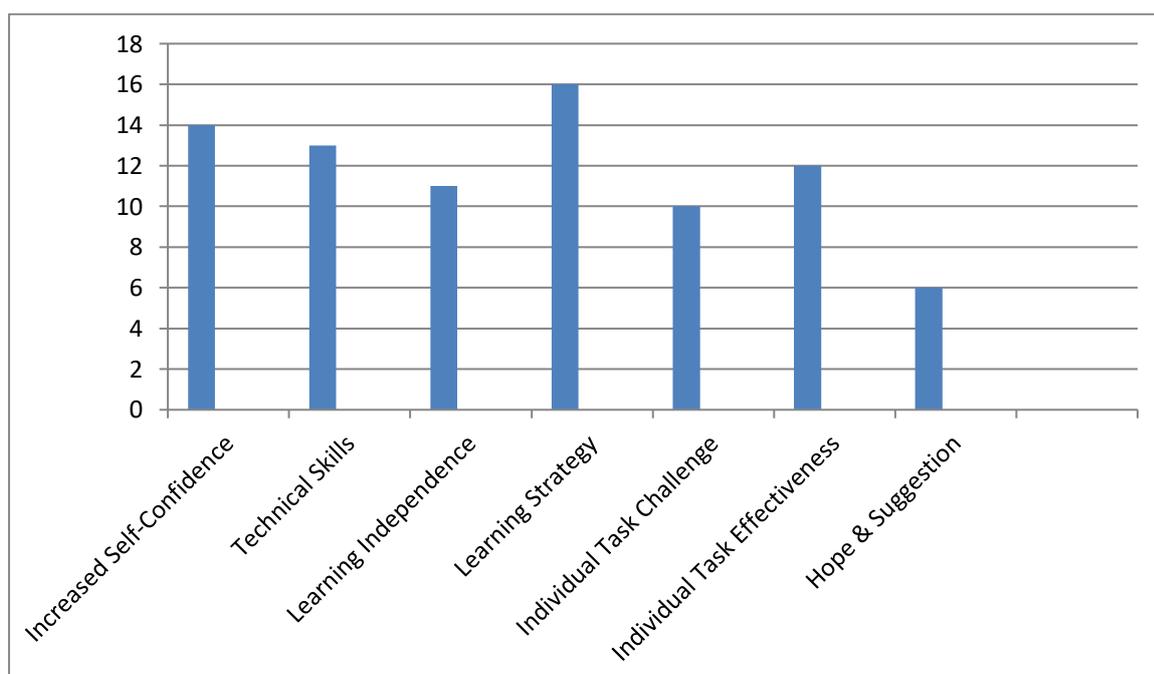
The researcher used unstructured interview in doing this research, the number of question above was just a guide question. As we know that, unstructured interview can be change depend on the answer of the students. The researcher took attention in every respond from the students. The researcher also gave addition question in order to know the deeper answer from students. Interview in this research was done in relaxed but polite conversational style and stay on topic. This situation can help the students to share their experience related to individual performance task in speaking class freely. All of the interview was recorded for further analysis. The result of interviewed can be seen in table below;

No	Main Theme	Sub-Theme	Number of Students	Quotes Example
1	Increased Self-Confidence	At first the students were nervous, but the students got used to it and became confident.	14	“I used to tremble when asked to speak for myself, now I am braver.” – Student 1
2	Technical Skills	Improvement of pronunciation and intonation	13	“I usually do practice pronunciation before performing, sometimes using Google Translate.” – Student 4
		Increasing fluency and the development of ideas	11	“I learned to develop of ideas during individual performance task so I wouldn’t get confused when performing in front of the class.” – Student 12
3	Learning Independence	Self-study, script writing, practice at home	16	“If I have a speaking task, I practice in

				front of the mirror a week before performing in the class." – Student 6
4	Learning Strategy	getting native speaker videos as a reference for individual performance task	10	"I see YouTube to learn how natives speak and their intonation." – Student 7
5	Individual Task Challenge	Nervous when performing individual task in front of the class	12	"I was really nervous, but when I started talking I can control myself." – student 5
		Limited time for preparation individual performance task or last minute task	6	"Sometimes the lecturer gives limited time for task, so the preparation is not optimal." – Student 14
6	Individual Task Effectiveness	Individual performance task make learning more serious and focus	15	"in working in a group, sometimes only dominant student can speak. Meanwhile, in Individual work is fairer." – Student 3
7	Hope & Suggestion	Need more detailed feedback from lecturer	9	"I need more than giving score in speaking class, I want

			to find where is my mistake" – Student 8
	Topics should be varied and contextual	8	"If the topic is related to everyday life, speaking becomes more fluent." – Student 17

Based on the table above, we can see clearly that individual performance task in speaking class can increase the students speaking skill. It is clearly statement from one of the students that individual performance task in speaking class gives more space in develop of their ideas and communication style rather than in group task. Based on the result of the interview, it can be concluded that individual performance task can increase self-confident, technical skills, and learning initiatives. It was also suitable with Constructivist Learning theory that is independent task can improve knowledge and skill for students. Feedback from the lecturer also plays important rule in this case, as the students said that the feedback from their lecturer can improve the students' motivation for next performance in the class. The result of the interviewed also can be seen in diagram below;



As we see in diagram above, there are 14 students claimed that they increased their self-confidence. It means that there are 82% of students increasing their self-confidence. In technical skill, 13 students have significant increased, in other way it is 76% in percentage scale. Learning independence also get significant score, there are 11 students in this field or we can said it is 64% in percentage scale. The highest significant increased is learning strategy; it is 94% or 16 students. In Individual task challenge there are 10 students or 58% in percentage scale. 12 students have significant increased in individual task effectiveness, or in percentage scale is 70%. Hope and suggestion only have 6 students or in percentage scale is 35%. In hope and suggestion has small increasing because only a few students claimed need more suggestion and feedback from their lecturer.

The researcher was done unstructured interviews with 17 students who had taken the Speaking class using the individual performance task method. In addition to recording the main conversation, the researcher also recorded informal conclusion and insights that were not recorded explicitly but emerged through expressions, body language, and spontaneous statements that were full in meaning. These conclusion help understand the impact of individual tasks in a more contextual and human way. The details of insight in each student can been in the table below:

No	Number of students	Insight interviewed	Addition Notes
1	Sample 1	Individual performance task in speaking class gives foundation for formal speak	The student is Active in organizations, enthusiastic expression when telling stories about individual performance task
2	Sample 2	Getting used to individual performing task can reduce fear of the student	Initially very shy, now the student starting to get used to performing
3	Sample 3	Speaking tasks give creative expression	The student has hobby in writing poetry and enjoys storytelling
4	Sample 4	Topics relevant to interests the student so it is increase motivation	gaming or technology themed assignments is the most interest topic for the student
5	Sample 5	Speaking assignments force students out of their comfort zone.	Quiet in class, but recognizes the benefits of individual performance task
6	Sample 6	Informal collaboration can be done even the tasks are individual.	The student gets practice with friends before performing
7	Sample 7	The student used social media becomes a reference for speaking style	The student used the presentation style from TikTok
8	Sample 8	The individual's task help build self-confidence even though the student is not aware of it.	Less reflective, but the student said that to be more fluent in speaking now

9	Sample 9	Individual performance task such as monologues can increase enjoyment and expression	The student used expressive gestures when speaking, likes drama
10	Sample 10	Successful performance gives a sense of personal accomplishment	Eye expressions change when telling about success in individual performance task
11	Sample 11	Individual performance tasks improve the makingsentences structures when speaking	The student prefer formal presentation formats
12	Sample 12	Individual performance task makes the student aware of grammar and pronunciation.	Relaxed style, but reflective about language techniques
13	Sample 13	Feedback from lecturer is considered the key to improving speaking skills.	The student like debate theme, score is important for reflection after performing
14	Sample 14	The student's personal interest (music) becomes the gateway to learning	The student insert song lyrics into speaking practice
15	Sample 15	The student claimed that individual performance task train self-control and nervousness.	At first very nervous, now more calm performing
16	Sample 16	Skills from individual performance task are also used outside of school (video content)	The student often makes videos, individual performance task in speaking class claimed helps him
17	Sample 17	Personal responsibility increases because the studenthas to do in himself.	The student claimed that individual performance task build independence

Based on the result of interview there were four aspects that have significant increase towards students' speaking skill in speaking class. The aspects namely:

1) Self- Confident

At the first performance, all most students confirmed that they felt nervous when getting performance in front of the class. By the time, after doing several individual performance in the class the students felt enjoy and confident in doing individual performance task in speaking class.

2) Technical Skills Improvement

There were some factors that students learn in speaking skill namely composing text, grammatical sentence, pronunciation and fluency. Based on the result of interview the students claimed that they increase in composing text, grammatical sentence, pronunciation and fluency by doing individual performance task in speaking class. Watching native speaking videos as reference was one of students 'tool in increasing speaking skill.

3) Independence and Responsibility

Preparing performance material in speaking class must be covered by individual student, it encourage students to be more independent. The students said that they also develop their strategies in doing individual performance task in speaking class. The strategies were practicing in front of mirror, taking notes and doing self-recording.

4) Motivation and Engagement

Individual performance task in speaking made the students more expressed the task. The students' motivation was increased after doing individual performance in front of the class. There were some feedbacks from lecturer also made the students getting high motivation and engagement in speaking class.

The Result of Individual Performance Task

The researcher used documentation for comparing the score of speaking from before using individual performance task and after doing individual performance task in the class. The researcher found that after doing individual performance task in speaking class, there was a significant improvement in speaking score. The data of score speaking each student can see in the table below;

No	Number of students	Pre-test	Post-test	Point increasing
1	Sample 1	64	77	13
2	Sample 2	61	75	14
3	Sample 3	72	84	12
4	Sample 4	67	80	13
5	Sample 5	75	85	10
6	Sample 6	66	79	13
7	Sample 7	58	73	15
8	Sample 8	60	75	15
9	Sample 9	69	84	15
10	Sample 10	59	75	16
11	Sample 11	65	81	16
12	Sample 12	60	79	19
13	Sample 13	62	79	17
14	Sample 14	60	79	19
15	Sample 15	76	85	9
16	Sample 16	71	82	11
17	Sample 17	73	84	11
Avarage score		65,7	79,7	14

Percentage of Increasing = (Average Increase / Average Previous Score) × 100%

Percentage of Increasing = (14/65,7)x100%

Percentage of Increasing=21%

The table above gives the data of speaking score before and after the students doing individual performance task in speaking class. All the students have increased speaking score. The number of speaking score is variation. The average increasing score is 14 point. From the data above also we can see that the average increasing score for the students is 21% in percentage scale. It means that individual performance task gives significant improvement in students' speaking skill. .

4. CONCLUSION

Based on the result of data through interview and also the speaking score in speaking class, it can be said that individual performance task in speaking class can significantly improve students' speaking skill. The variations of individual task type build students in independently doing the task. Individual performance task increases the students' self-confidence, there were some students claimed that they get more confidence by doing individual performance task in speaking class. Technical skill also gives positive increase in speaking class, individual performance task makes the students should more practice before performing in the class so they get increasing in technical skill such as pronunciation, intonation, and fluency. Individual performance task makes them more independent in doing their own task, but it is also can make open discussion with other friends in the class. So the students can develop their learning strategies in doing the task. The students learned about independent practice at home, use many media such as audiovisual media and social media, time management for practice. Feedback from the lecturer in speaking class is needed for the students. The students can learn based on their mistakes in performance task so the students can get better performing in next topic. Thus, one again, it can be said that individual performance tasks are the right and effective strategy in improving students' speaking skills in speaking classes.

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