SPEAKING PERFORMANCE DONE BY STUDENTS AT ENGLISH LITERATURE PROGRAM OF UNIVERSITAS ISLAM SULTAN AGUNG

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Abstract

Students enrolled in the English literature program are required to participate in speaking as one of the assigned subjects. Through the use of functions of language that emphasize the significance of accuracy (pronunciation, stress, and intonation), the objective of the speaking in English literature program is to cultivate and strengthen skills in the expression of simple ideas in the form of dialogue and monologue. Additionally, the program seeks to describe images based on instructions provided. The course will help students become more self-assured, independent, and proficient in their English-speaking abilities by placing an emphasis on a range of language skills, as well as maintaining a balance between input and practice. Students enrolled in the English literature department at Universitas Islam Sultan Agung conducted the research during the middle of the semester term. Through the use of a spoken test, this study employed quantitative research methods. One of the assignments for the students is to provide a critical response to two videos that discuss cultural phenomena. Following the playing of the films one day prior to the examination, the students were given the opportunity to prepare for the test on their own. A pair of raters participated in the calculation of the outcome. Furthermore, the findings of this investigation add to the preliminary study that will be used for subsequent research.

Keywords; Speaking, Performance, English Litetature

Introduction

The English literature program at Universitas Islam Sultan Agung is evidence of the school's dedication to both academic quality and all-around student development. This extensive curriculum has been painstakingly created to give pupils a strong foundation in the study of English language, literature, and culture. The main goal of the curriculum is to give students the knowledge and abilities they need to succeed in a variety of professional disciplines related to English, with a focus on analytical reasoning, critical thinking, and effective communication as key qualities.

The program's framework was thoughtfully designed to introduce students to a wide variety of theoretical viewpoints and literary masterpieces. This is accomplished by offering a range of courses covering various genres, eras of history, and cultural settings. Students will get a comprehensive understanding of English literature and its role in the larger cultural context thanks to this wide-ranging approach. Additionally, students' exposure to a variety of situations develops their flexibility and adaptability, preparing them for the complex problems they may face in the workplace in the future.

The curriculum's emphasis on extracurricular activities is one of its defining characteristics. Pupils are urged to take part in literary festivals, conferences, and seminars since these activities provide excellent venues for continuing their education outside of the classroom. Their professional development is greatly aided by these experiences, which also improve

their academic knowledge. These extracurricular activities, which give students exposure to industry methods and networking opportunities, are vital in bridging the gap between academic learning and real-world application, as noted by Hyon (1996).

The curriculum for English studies lays special focus on improving speaking skills since it understands how crucial good communication is to any job choice Tsui, A. B. M. (2007). This focus stems from the knowledge that in today's information-driven, fast-paced world, the ability to communicate ideas clearly and concisely is essential. As Kellam (2018) notes, being able to communicate verbally well can frequently be the difference between failure and success in the workplace. Students who develop these abilities not only improve their academic experience but also give themselves the advantage in a variety of professional settings where good communication is essential.

The program's approach to developing The program takes a comprehensive and integrated approach to teaching communication skills. In addition to receiving instruction in public speaking, students are also encouraged to engage in critical literary and writing analysis. An (1999) noted that this multimodal strategy leads to a thorough increase in general communication abilities. Speaking, writing, and critical thinking skills are combined to give students a strong skill set that they may use in both academic and professional contexts. The program's alumni will be well-positioned to thrive in a variety of fields, such as public relations, teaching, and journalism, thanks to this thorough training.

The program makes use of a range of pedagogical strategies to help students improve their speaking abilities. These consist of formal speeches made in front of an audience, lively debates, interesting role-playing games, and difficult oral assignments. Every one of these techniques provides a different way to assess students' capacity for clear communication, productive interpersonal interactions, and quick thinking. Formal presentations, for example, provide students a chance to demonstrate their research and analytical skills, while conversations give them a chance to be evaluated on their critical thinking talents and their capacity to constructively address opposing ideas.

Cunalata (2023) highlights how crucial it is to evaluate speaking abilities using a variety of methods. This diversity enables teachers to get a thorough grasp of their students' skills and provide focused comments for development. Through the utilization of various evaluation techniques, educators can pinpoint particular domains in which pupils shine and those that need more work, resulting in a more tailored and efficient educational process.

Another important component of the curriculum is the inclusion of speaking activities, both in groups and one-on-one. Participating in group activities helps develop cooperation and teamwork skills, which are becoming more and more important in today's collaborative work settings. Individual speaking activities, on the other hand, give students the chance to concentrate on their own areas of strength and growth. Wang (2021) emphasizes the significance of this well-rounded strategy, pointing out that it gives students chances for peer support and criticism while also assisting them in developing self-assurance in their public speaking skills.

Additionally, the mix of group and solo activities guarantees that students experience a range of communication approaches and styles. Their varied practices equip them to succeed in a variety of social and professional settings. Graduates of this program will be well-prepared to manage communication issues

in their future professions, whether they are working on a team project or presenting individually.

It is impossible to exaggerate how important technology is to improving speaking performance evaluations. The program makes use of state-of-the-art resources and platforms to give students creative opportunities to hone and get feedback on their communication abilities. Sam (2021) points out that the way speaking abilities are developed and evaluated has changed dramatically as a result of technology's integration into language acquisition. The use of virtual reality simulations, video capturing software, and speech recognition software are some of the techniques used to produce realistic speaking circumstances and offer quick performance feedback.

These technical instruments have a number of benefits. They boost student engagement and participation by first making speaking practice more lively and interesting. Second, they offer impartial information on the development of pupils and their areas of need, enabling more focused and data-driven training. Finally, they give students the chance to rehearse in a relaxed setting, boosting their confidence before they speak in public.

By integrating technology into speech Through the integration of technology into speech tests, educators can better customize instruction to meet the needs of each individual student. By focusing on certain areas of weakness and enhancing strengths already present, this individualized method supports students in realizing their full speaking potential. Additionally, students who use technology are better prepared for the world of digital communication that they will probably encounter in their future careers.

The efficacy of the curriculum is not only conjectural; empirical data backs it up. A

Quantitave research methods was used in a recent study at Universitas Islam Sultan Agung to know the speaking skills of English literature program students.

The instrument was used in the comprehensive study technique to collect data: formal speaking tests. Multiple components of language ability, including as fluency, pronunciation, vocabulary usage, grammatical accuracy, and topic organization, were assessed in the creation of the speaking test. This comprehensive evaluation offered a comprehensive picture of every student's speaking proficiency.

Researchers were able to collect information on students' speaking skills in real academic settings by conducting eight weeks of classroom observations. These observations offered insightful information about how students use their speaking abilities outside of the confines of an official testing setting.

These Quantitative research methods provided a nuanced view of the curriculum's impact, considering both objective measures of performance and subjective experiences of students and instructors.

The findings of this study have been instrumental in refining and improving the speaking ability in resource media. By identifying both strengths and areas for development, the program continues to evolve, ensuring that it remains at the forefront of English language education. The ongoing process of evaluation and improvement demonstrates the institution's commitment to providing a high-quality, relevant education that prepares students for the challenges of the modern professional world.

In conclusion, the English literature curriculum at Universitas Islam Sultan Agung represents a comprehensive and forward-thinking approach to language

education. By combining rigorous academic study with practical skill development, and leveraging both traditional teaching methods and modern technology, the program prepares students for success in a wide range of career paths. The emphasis on effective communication, critical thinking, and cultural understanding equips graduates with the tools they need to thrive in an increasingly globalized and interconnected world. As the program continues to evolve and adapt to changing societal and professional needs, it remains committed to its core goal of producing well-rounded, articulate, and analytically skilled graduates who are ready to make significant contributions in their chosen fields.

Methodology
The speaking abilities of Universitas Islam Sultan Agung students enrolled in the English literature program were assessed using Quantitative research method in this study. a formal speaking test. Each participant took the speaking exam on their own, which evaluated their fluency, pronunciation, vocabulary, grammar, and topic organization. In addition, five English teachers and twenty-five randomly selected participants participated in a speaking test to examine students' speaking ability from the assessment of fluency, grammar, pronunciation, and topic organization to learn more about perceived strengths and barriers in speaking performance. Descriptive statistics were used to examine the quantitative speaking test data,with the integration of both objective evaluations and subjective experiences, this all-encompassing method enabled a thorough knowledge of students' speaking performance.

The Sample of the Study

No.	Classes	Total
1.	Speaking Class	25

Finding and Discussion

The results of this study shed important light on how well Sultan Agung Islamic University students in the English literature program communicate.

The Test Score

S	F	G	P	TO	T	A
1	8	7	8	9	33	8
2	7	6	7	8	30	7
3	9	8	9	9	38	8.75
4	6	5	6	7	28	6
5	8	7	8	8	36	7.75
6	7	6	7	8	34	7
7	9	8	8	9	41	8.5
8	5	4	5	6	28	5
9	8	7	8	8	40	7.75
10	6	5	6	7	34	6
11	7	6	7	8	39	7
12	8	7	8	9	44	8
13	6	5	6	7	37	6
14	9	8	9	9	49	8.75
15	7	6	7	8	43	7
16	8	7	8	8	47	7.75
17	6	5	6	7	41	6
18	9	8	9	9	53	8.75
19	7	6	7	8	47	7
20	8	7	8	9	52	8
21	6	5	6	7	45	6
22	7	6	7	8	50	7
23	8	7	8	9	55	8
24	9	8	9	9	59	8.75
25	7	6	7	8	53	7
Total					1056	7.31

Where :
S   : Students
F   : Fluency
G   : Grammar
P   : Pronunciation
TO   : Topic Organization
T   : Total
A   : Average

The Test Score
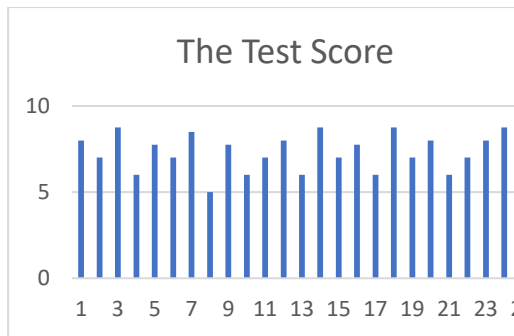
A substantial amount of success has been exhibited by the English literature program at Universitas Islam Sultan Agung in building students' fluency in the English language, particularly in terms of their speaking abilities. In spite of this, there are areas of strength and potential for progress, just like there are in any complete educational program. This nuanced picture of student achievement across a variety of English language competency domains is revealed by a comprehensive review of the program's outcomes.

Sixty percent of pupils have demonstrated great talents in the area of fluency, which is an essential component of effective communication. These results are encouraging signs. Positive results are being achieved as a result of the program's emphasis on spoken English, as indicated by this majority. The ability to communicate oneself in English is a talent that will serve students well in both academic and professional settings, and students who succeed in fluency are likely to feel more confidence in their ability to do so. Individuals who are able to speak fluently not only improve their ability to take part in conversations and presentations, but they also better prepare themselves for prospective chances on a global scale where English is the language of communication.

Having said that, the fact that forty percent of pupils have difficulty with fluency draws attention to a crucial area that has to be improved. Despite the fact that the program is successful for a large number of people, this sizeable minority implies that there is a requirement for more intensive interventions to support individuals who have difficulty speaking fluently. One possible explanation for this challenge is that it is caused by a combination of factors, including a lack of self-assurance and an absence of appropriate opportunities for practice. In order to solve this issue, the program can take into consideration introducing more intensive conversational exercises, possibly in settings with smaller groups of students, where they are provided with more opportunities to talk and feel less pressure.

Significantly encouraging are the results on pronunciation, with seventy percent of the students displaying clear pronunciation. It appears from this high proportion that the program's emphasis on phonetics and pronunciation drills is, to a considerable extent, successful. When it comes to effective communication, having a clear pronunciation is so important because it guarantees that the listener will have no trouble understanding what the speaker is trying to convey. Students who make an effort to improve their pronunciation are more likely to have a higher level of self-assurance regarding their speaking ability and may be more ready to participate in interactions that include the English language.

Not to be missed, however, are the thirty percent of kids who struggle with serious pronunciation issues. It might be advantageous for these students to receive specialized phonetic instruction that focuses on sounds that are particularly difficult for Indonesian users of the English language. Specific exercises on phonemes that do not exist in Bahasa Indonesia or that present themselves in a different manner in English could be included in this category. It might also be beneficial to make use of advancements in technology, such as software or apps that offer instant feedback on pronunciation. It would be beneficial to provide students who are having difficulty with pronunciation with additional support by providing them with regular pronunciation workshops or clinics.

According to the findings, there is a more substantial gap between students who are more advanced and those who are less advanced in vocabulary. We should be proud of the fact that twenty-five percent of kids have a vocabulary that is extensive enough to be used in academic conversations. In English, these kids are able to articulate nuanced thoughts, engage with complicated literary materials, and participate in high-level academic debate because they have the necessary competencies. In addition to assisting students in their current courses, their advanced vocabulary also helps them get ready for prospective postgraduate study or occupations that need complex English usage.

In spite of this, there is a worry that needs to be addressed around the fact that 75% of students are having difficulty grasping more sophisticated terms. Due to the high percentage, it is clear that the program ought to place a significant emphasis on vocabulary development as a crucial area of progress. A more comprehensive and methodical approach to vocabulary building could be incorporated into the curriculum in order to overcome this issue. In order to provide students with the opportunity to acquire new vocabulary in a natural setting, these could be directly included into literature studies. Activities that compel students to use these words in discussions or written tasks could be a good example. For example, pre-reading vocabulary exercises could be used to introduce crucial keywords for each new novel.

The use of a vocabulary notebook system, in which students periodically record and learn new terms that they come across in their readings, is still another technique that could be implemented. Utilizing vocabulary games or quizzes on a regular basis could make the learning process more interesting and assist in the consolidation of newly acquired words. Additional possibilities for individual vocabulary study outside of class time could be made available to pupils if they are encouraged to use digital resources such as vocabulary apps or online flashcards.

An uneven picture emerges from the results on grammar accuracy, with slightly more than half of the pupils maintaining a high level of accuracy. Despite the fact that the grammatical education provided by the program is successful for a

significant number of students, this indicates that there is opportunities for further development. When it comes to producing clear communication, having accurate grammar is absolutely necessary, especially in academic and professional writing. There is a need for a more robust or even differently structured approach to grammar training, as evidenced by the fact that a large portion of pupils have difficulty with grammar.

By incorporating more contextualized grammatical exercises, perhaps through literary text analysis, the computer could be able to improve the correctness of its grammar instruction. Through the use of this method, students would be able to observe the application of grammatical rules in real-world scenarios, which would potentially make the learning process more meaningful and engaging. Regular grammar clinics or workshops could be made available to students who require more assistance with their grammar. Students could be assisted in recognizing and correcting their own errors through the use of grammar checking tools that are incorporated into the writing process. This would promote self-directed learning.

Particularly encouraging is the fact that 75% of students demonstrated good skills in the area of content arrangement, which is a remarkable achievement. For efficient communication, particularly in academic speech, the ability to frame thoughts in a logical manner is absolutely necessary. This is evidence that the curriculum is successfully cultivating abilities in critical thinking and presentation,

which are valuable not just for the examination of literary works but also for a wide variety of professional settings.

The curriculum might take into consideration incorporating more advanced organizational tactics, perhaps some of which are derived from rhetorical theory or professional communication strategies, in order to further improve this already strong area. Students may be able to improve their ability to successfully express their ideas by participating in workshops that cover a variety of organizational structures specifically designed for different sorts of writing or speaking.

The English literature program at Universitas Islam Sultan Agung is clearly providing its students with a good foundation in English language abilities, as evidenced by the fact that these findings are being seen in a holistic manner. There is a significant percentage of students who have improved fluency and vocabulary, which is a testament to the quality of the curriculum. Pronunciation and content organization areas are also strong points. The areas that require work, on the other hand, present potential for program development. These areas include providing assistance to students who are having difficulty with fluency, extending vocabulary for a greater demographic of the student body, and improving grammar accuracy.

In addition, it is essential to take into account the various learning styles and paces that are exhibited by particular students. Although the program is built on the foundation of group instruction, it may be

possible to meet the requirements of students who are having difficulty in certain areas by giving opportunities for customized learning and support.

Universitas Islam Sultan Agung's English literature program demonstrates numerous strengths in terms of enhancing students' English language skills, notably in areas like as pronunciation and content organization. In conclusion, the curriculum showcases several strengths. A sizeable segment of the student body, on the other hand, has a large amount of room for improvement, particularly in terms of the growth of fluency, the expansion of vocabulary, and the precision of grammar. The curriculum has the potential to further increase its effectiveness in preparing students for academic and professional success in English-speaking situations by targeting these areas through focused interventions and a holistic approach to language learning strategies. Because of the dedication to continuous evaluation and improvement, there is reason to be optimistic about the future of the program and the students who participate in it.

Conclusions

The English literature program at Sultan Agung Islamic University has demonstrated considerable success in enhancing students' speaking abilities, particularly in the areas of fluency, pronunciation, and topic organization. However, as with any comprehensive educational program, there is always room for improvement and growth. The recent analysis of student performance reveals both strengths and areas that require further attention to ensure the program continues to meet the evolving needs of its students and prepares them effectively for their future academic and professional endeavors.

One of the program's notable strengths lies in its ability to foster fluency among a majority of its students. The fact that 60% of students display strong fluency is a testament to the program's emphasis on spoken English and its effectiveness in developing this crucial skill. Fluency in spoken English is invaluable in various contexts, from academic discussions to professional settings, and will serve these students well in their future careers. However, the 40% of students who struggle with fluency represent an opportunity for the program to enhance its approach to speaking practice.

To address this, the program could consider implementing more intensive and frequent speaking exercises. This might include increased conversational activities, perhaps through the introduction of language exchange programs or regular discussion groups. Such initiatives would provide students with more opportunities to practice their English in authentic, low-pressure environments, potentially helping to build confidence and improve fluency over time.

The program's success in pronunciation instruction is evident, with 70% of students demonstrating clear pronunciation. This is a significant achievement, as clear pronunciation is fundamental to effective communication in English. However, the remaining 30% of students who face pronunciation challenges could benefit from targeted phonetic training. This could focus specifically on sounds that are typically difficult for Indonesian speakers of English, helping to address common pronunciation issues more directly.

In terms of vocabulary, the program has been successful in developing a rich and academically appropriate lexicon for a quarter of its students. These students are well-equipped to engage with complex literary texts and participate in high-level academic discussions. However, the fact that 75% of students struggle with more specialized terminology indicates a clear area for improvement. To address this, the program could consider implementing more extensive vocabulary building exercises, perhaps integrated more closely with the students' literature studies. This could involve pre-reading vocabulary exercises, regular vocabulary quizzes, or the use of vocabulary journals to encourage students to engage more actively with new words encountered in their reading.

Grammar accuracy presents another area for potential growth, with just over half of the students maintaining good accuracy. While this indicates that the current grammar instruction is effective for many students, there is clearly room for enhancement. The program might consider implementing more contextualized grammatical exercises, perhaps through the analysis of literary texts. This approach could help students see grammar rules applied in authentic contexts, potentially making the learning process more engaging and effective.

On a positive note, the high performance in content organization, with 75% of students showing good skills, is a strong indicator of the program's success in fostering critical thinking and presentation skills. This ability to structure ideas logically is crucial not only for literary analysis but also for effective communication in various professional contexts. To build on this strength, the program could consider introducing more advanced organizational techniques, perhaps drawing from rhetorical theory or professional communication strategies.

Looking ahead, there are several strategies the program could consider to address the identified areas for improvement. Implementing more intensive speaking practice sessions could help students struggling with fluency. This might include regular conversation groups, debate clubs, or even collaborations with English-speaking partners from other countries via online platforms. For vocabulary development, a more structured approach to word learning could be beneficial, perhaps incorporating spaced repetition techniques or gamification elements to make the process more engaging.

To enhance grammar accuracy, the program could consider offering additional grammar clinics or workshops for students needing extra support. Incorporating more writing exercises with peer review sessions could also help students identify and correct grammatical errors in context.

It's important to note that while these suggestions focus on areas for improvement, they should be implemented in a way that builds upon the program's existing strengths. The goal should be to create a more comprehensive and balanced approach to English language education that addresses all aspects of language proficiency.

In conclusion, while the English literature program at Sultan Agung Islamic University has demonstrated significant strengths in developing students' speaking abilities, there are clear opportunities for growth and enhancement. By addressing the identified areas for improvement through targeted interventions and a holistic approach to language learning, the program can further strengthen its

effectiveness in preparing students for academic and professional success in English-speaking contexts. The commitment to ongoing evaluation and improvement bodes well for the future of the program and its students, ensuring that it continues to evolve and meet the changing needs of its learners in an increasingly globalized world.

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