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Students Ability in Expressing Intention Based on the Context

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Abstract

This study deals with “**Students Ability in Expressing Intention Based on The Context**”. The objective of this study is To find out the students’ ability and students difficulties in expressing intention based on the context. This research was conducted at SMAN 1 Jatitujuh. The population of this research was the students of ten grade. There were two classes of first years in this school with total number 60 students and all the population were taken as the sample. It was called a total sampling technique. The following table were sample scores of oral test in describing in front of the class. The following result was obtained which highest score was 90 and the lowest score was 60. The instruments for collecting data in this research used speaking or oral test. In collecting data, asking the students for make a conversation, Recording the students’ speaking in order to know how well their speaking ability about expressing intention, the students practice the conversation with their friend. In data analysis used steps scoring the students’ speaking by using speaking weighting table with used proficiency description as follow fluency, vocabulary, accuracy, pronunciation. The difficulties were faced by the students that they had lack of vocabulary and pronunciation so that they felt difficult to express intention in speaking. From this research, It was expected that the teacher give some motivation, explanation and examples that could be understood by the students so they could receive the lesson daily. The result give the achivement for the students who were categorized able to motivate the students who were categorized unable to learn more diligent.

Abstrak

Penelitian ini membahas tentang “Kemampuan siswa dalam mengungkapkan maksud berdasarkan konteks”. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan kesulitan siswa dalam mengungkapkan maksud berdasarkan konteks. Penelitian ini dilakukan di SMAN 1 Jatitujuh. Ruang lingkup penelitian ini adalah siswa kelas sepuluh. Terdapat dua kelas pada tingkat pertama di sekolah ini dengan jumlah 60 siswa yang seluruhnya dijadikan sebagai sampel. Teknik tersebut dinamai dengan teknik total sampling. Tabel berikut adalah contoh skor dari tes lisan yang dilaksanakan di depan kelas. Didapatkan hasil dengan skor tertinggi 90 dan skor terendah 60. Instrumen

pengumpulan data dalam penelitian ini menggunakan tes lisan. Dalam mengumpulkan data, siswa diminta untuk membuat percakapan. Kemudian merekam pembicaraan siswa untuk mengetahui seberapa baik kemampuan berbicara mereka tentang mengungkapkan maksud, siswa mempraktikkan percakapan dengan temannya. Dalam analisis data digunakan langkah-langkah penelitian kemampuan berbicara siswa dengan menggunakan tabel bobot pembicaraan dengan menggunakan deskripsi kemampuan seperti kelancaran, kosa kata, ketepatan, pengucapan. Kesulitan-kesulitan yang dihadapi oleh siswa yakni mereka masih kurang dalam kosa kata dan pengucapan sehingga mereka merasa kesulitan untuk mengungkapkan maksud dalam berbicara. Dari penelitian ini diharapkan guru memberikan motivasi, penjelasan dan contoh-contoh yang dapat dipahami oleh siswa sehingga mereka dapat menerima pelajaran sehari-hari. Hasilnya memberikan prestasi bagi siswa yang dikategorikan mampu serta mampu memotivasi siswa lainnya yang dikategorikan belum mampu belajar lebih giat.

INTRODUCTION

English is important for students. The purpose of learning English is thought in Indonesia school to enable students to use English, especially in making communication. So English is important to learn because English is the supporting for us to get grave knowledge and technology.

In learning English, it is aim to improve the students ability in four skills. There are listening, speaking, reading and writing. Learning English is not only how to use language in communication, but also it is important to learn about the language it self. We use it to understand throught listening and reading and to communication our feeling,need, and desires throught speaking and writting.by having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need frome these around in speaking is one of four basic skill. It is very important in teaching and learning English. Speaking involves some language component (spelling, grammar ,vocabulary,and function) among the four, speaking is an interaction process between speaker and listener.

Based on researcher's experience, many students were not able to speak well so the purpose of teaching English cannot be reached, the teacher should ne able to create a better, interesting, and helpful teaching learning process. There are many problems that are faced by the students in their study, especially in expressing intention. First, the student often lack of vocabulary, so they feel difficult in constructing intention sentence to others in a certain situation and the students often do not understand about expressing and respond expressing intention. The second problem occurs because of bravery of the students to practice in the front of the class. The students often less confident because they are affraid of making mistakes of pronunciation in practicing speaking English especially in expressing intention.

The expressing in intention is one lind of expression that usually occurs in daily conversation. It is the reasons of the researcher took it. In the learning expression of speaking the teacher should concern to the students' ability in speaking. Based on the reason state, the researcher focused on the students ability in expressing intention based on the context.

The Description of Ability

The term ability defined as 1) potential capacity or power to do something physical mental 2) special natural power to do something well (Hornby 1995 : 2). The ability must be expressed in their real potetial by doing something concrete and measurable. Tarigan (2005 : 1) stated that “ability means as the original knowledge, owned by the individual person unconsciously, silently intrisicaly, intuitively, and newest”. Meriam Webster said that “ability ia also the quality or state or being able expecially in physical, mental or legal power to perfom, wether physical, moral, intellectual, conventional, or legal, capacity, skill or competence in doing,sufficiency of strength”.

Ability is also called as learning achievement and refers to the students’ ability, the ability is the result of learning process which involves with the students which reflected from knowledge of the student have. The ability in which achived by the student are realized in a form score. It will be acknowledge the certain position of student in the class because the score they have reflect their in ability learning.

The term of ability is the power of the students to understand the material given by the teacher in classroom. They can be seen the result of learning itself after students learn about material of course, there is a chance in behavior and knowledge. The students’ ability is related to the students’ effect of getting something into their cognitive system. The ability in this result of learning process which involves teacher with students which is inflected from the knowledge the students’ have ability which is achieved by students then realized in the class because the scores, they have inflected their ability in learning process.

Definition of Expressing Intention

Expressing Intention is a mental stated that represents a commitment to carrying out an action or actions in the future. Intention involves mental activities such as planning and forethought. An interaction is something that we would like to do in the future. These are general plans for the future. When we are talking about an intention, we have not taken specific, concrete step to achieve the action. We are just talking about something that we hope to do in the future. When we want to talk about our intention in the future, we must use the future with “going to” , “will”, etc. This is the most correct way to talk about general plans for the future, for example:

Someday, I am going to learn how to dance!

Someday, I will learn how to dance!

Expression of intention” is clearly a capacious notion. An intention is whatever can be given to another in a expression suited no play this role.

Where we are tempted to speak of ‘different senses’ of a word which is clearly not equivocal, we may infer that we are in fact pretty much in the dark about the character of the concept which represents. There is, however, nothing

wrong with talking a topic piecemeal. Therefore begin the enquiry by considering expressing of intention.

The distinction between an expression of intention and a prediction is generally appealed to as something intuitively clear. "I am going to be sick" is usually a prediction; "i am going to take a walk" usually an expression of intention. The distinction intended is intuitively clear, in the following sense:

If we say "i am go to fail in this exam". And someone say "surely you are not as bad at the subject as that", we may make our meaning clear by explaining that we were expressing an intention, not giving an estimate of our chances.

Now by this criterion, commands and expressing of intention will also be predictions. In view of difficulties described above, this may not constitute an objection. Adopting a hint from Wittgenstein we might then first define predictions in general in some such fashion, and then among prediction.

RESEARCH METHOD

The research was conducted in SMAN 1 Jatitujuh at Jln. Rentang Baru No.01 Jatitujuh - Majalengka. The research was conducted during the academic year 2022/2023 . The reason for choosing this school is based on researcher experience when do the teaching training practice. The researcher found many problem that faced by the students. The students get the difficult to speak English and the students are afraid to make a mistake when speaking English well. So, that is the reason for researcher in finding about the students' ability in expressing intention.

The population in this research was taken from the X MIPA-4 and X MIPA-5 grade students of SMAN 1 Jatitujuh. There are two parallel classes which consist of 60 students.

The technique of taking the sample in this researcH was used total sampling technique because based on Arikunto's theory (2010: 104) stated that "If the population more than 100 we can take 10% - 25% or more as sample, based om the theory of Arikunto above , all the population was taken as the sample and it became 60 students as the sample.

RESULT AND DISCUSSION

Table 3.1

Population and Sample

No	Class	Population	Sample
1	X MIPA 4	30	30
2	X MIPA 5	30	30
	Total	60	60

In this collecting the data, the researcher was used speaking/oral test as the instrument. The researcher was taken the test as the instrument for collecting the data. This test was set in spoken test based on the conversation as a media. The students were asked to design a conversation about expressing intention with their friend in the class. It use to find out the students' ability in expressing intention.

In this research, analyzing data the students' ability in expressing intention. In analyzing the data the researcher as follow:

1. Scoring the students' speaking by using speaking weighting table (Rebecca M. Valette)

Table 3.2
Speaking Weighting

Proficiency Description	1	2	3	4	Score
Fluency	0	1	2	1	
Pronunciation	6	12	18	24	
Vocabulary	8	17	25	33	
Accuracy	10	20	30	40	
Total					

Table 3.3
Table Criteria of Ability

Quantitative Ability	Qualitative Ability	Ability
81-100	Very good	Able
70-80	Good	Able
41-69	Poor	Unable
0-50	Very poor	Unable

Table 4.1
The sample score of the students' speaking ability
test Class : X MIPA 4

No.	Initial Name	Aspect of Speaking				Total
		Pronunciation	Fluency	Accuracy	Vocabulary	
1	AA	15	18	17	15	78
2	CH	20	22	18	20	80
3	MFP	20	22	18	22	82
4	UP	15	18	17	15	65
5	MFI	18	25	22	20	80
6	AAS	20	25	25	18	88
7	FA	15	18	17	15	65
8	DAN	20	18	18	20	76
9	NAS	20	20	20	20	80
10	ADS	20	18	20	25	83
11	ZSK	20	25	25	22	92
12	MH	15	22	22	25	84
13	AAN	15	20	25	22	82
14	IMA	18	18	25	20	81
15	MF	25	22	22	18	87

16	SAL	15	18	17	15	65
17	MDN	15	18	17	15	65
18	IST	25	25	20	20	90
19	DSH	15	18	17	15	65
20	SA	18	18	20	25	81
21	MAI	18	20	20	22	80
22	MAS	15	18	17	15	65
23	PDA	22	20	22	24	88
24	RF	18	25	22	22	87
25	PK	15	18	17	15	65
26	FAM	25	22	22	15	84
27	MB	15	18	17	15	65
28	YDS	20	22	25	15	82
29	FDS	20	18	25	15	78
30	WAZ	20	18	25	15	78
						2.338

Class X Mipa 5

No.	Initial Name	Aspect of Speaking				Total
		Pronunciation	Fluency	Accuracy	Vocabulary	
1	AS	20	20	22	20	82
2	AD	18	20	18	20	74
3	DF	20	18	20	22	80
4	DG	15	18	17	15	65
5	HN	15	18	17	15	65
6	AE	15	18	17	15	65
7	AWW	15	18	17	15	65
8	ASC	22	22	18	20	82
9	BN	15	20	22	22	79
10	YHJ	15	22	22	25	84
11	GH	15	18	17	15	65
12	KM	20	25	20	22	87
13	KL	22	25	22	20	89
14	TF	20	20	22	22	84
15	REW	15	18	17	15	65
16	RED	25	22	18	20	85
17	FG	15	18	17	15	65
18	JM	15	18	17	15	65
19	JN	18	20	20	18	76
20	ASW	18	22	15	15	70
21	ASQ	18	20	15	15	68

22	AZ	22	20	20	20	82
23	AC	15	18	17	15	65
24	ACF	15	18	17	15	65
25	BNM	15	18	17	15	65
26	YHJ	22	22	20	22	86
27	YTF	15	18	17	15	65
28	RF	18	20	18	20	76
29	DR	15	18	17	15	65
30	DW	20	18	15	15	68
						2.197

The following table was used to show the students ability in expressing intention. The standart ability used as the criteria to determine the level of students competence work in the test correctly. It has been explained in the previous chapter that the students score was classified in qualitative system. Based on the qualifications, to determine the standart ability for individual in speaking was used 70 % as the lowest standard score. If the students get 70% or more, it means the students was classified as able and if the students get less than 70 %, it means the students was classified as unable. The students' ability in expressing intention, the criteria for determining their ability by using the passing grade standart (KKM) of the subject at SMAN 1 Jatitujuh.

Table 4.2
Table criteria of ability

Quantitative ability	Qualitative ability	Abilit y
81-100	Very good	Able
70-80	Good	Able
55-69	Poor	Unable
0-54	Very poor	Unable

Table 4.3
**The students' ability in expressing
 intention Class X MIPA 4**

No	Initial Name	Quantitative Ability	Qualitative Ability	Ability
1	AA	78	Good	Able
2	CH	80	Good	Able
3	MFP	82	Very Good	Able
4	UP	65	Poor	Unable
5	MFI	80	Good	Able
6	AAS	88	Very Good	Able
7	FA	65	Poor	Unable
8	DAN	76	Good	Able

9	NAS	80	Good	Able
10	ADS	83	Very good	Able
11	ZSK	92	Very good	Able
12	MH	84	Very good	Able
13	AAN	82	Very good	Able
14	IMA	81	Very good	Able
15	MF	87	Very good	Able
16	SAL	65	Poor	Unable
17	MDN	65	Poor	Unable
18	IST	90	Very good	Able
19	DSH	65	Poor	Unable
20	SA	81	Very good	Able
21	MAI	80	Good	Able
22	MAS	65	Poor	Unable
23	PDA	88	Very good	Able
24	RF	87	Very good	Able
25	PK	65	Poor	Unable
26	FAM	84	Very good	Able
27	MB	65	Poor	Unable
28	YDS	82	Very Good	Able
29	FDS	78	Good	Able
30	WAZ	78	Good	Able

Class X Mipa 5

No	Initial Name	Quantitative Ability	Qualitative Ability	Ability
1	AS	82	Very good	Able
2	AD	74	Good	Able
3	DF	80	Good	Able
4	DG	65	Poor	Unable
5	HN	65	Poor	Unable
6	AE	65	Poor	Unable
7	AWW	65	Poor	Unable
8	ASC	82	Very good	Able
9	BN	79	Good	Able
10	YHJ	84	Very good	Able
11	GH	65	Poor	Unable
12	KM	87	Very good	Able
13	KL	89	Very good	Able
14	TF	84	Very good	Able
15	REW	65	Poor	Unable
16	RED	85	Very good	Able
17	FG	65	Poor	Unable
18	JM	65	Poor	Unable
19	JN	76	Good	Able
20	ASW	70	Good	Able
21	ASQ	68	Poor	Unable
22	AZ	82	Very good	Able
23	AC	65	Poor	Unable
24	ACF	65	Poor	Unable
25	BNM	65	Poor	Unable

5				
2 6	YHJ	86	Very good	Able
2 7	YTF	65	Poor	Unable
2 8	RF	76	Good	Able
2 9	DR	65	Poor	Unable
3 0	DW	68	Poor	Unable

Table 4.4
The students' difficulties in expressing intention

Indicators	Pronunciatio n	Accuracy	Fluency	Vocabulary
Total average	1.080	1.160	1.197	1.093
Average of each sample	18	19,33	19,95	18,2

To find out the average score of each sample was measure by using thefollowing formula :

Based on the table above shows that :

1. In the pronunciation indicator, the students average score was 18, it means thattheir ability was in the level Poor to average.
2. In the accuracy indicator, the students average score was 19,33, it means thattheir ability was in the level Good to average.
3. In the fluency indicator, the students average score was 19,95, it means that theirability was in the level Good to average.
4. In the vocabulary indicator, the students average score was 18,2, it means thattheir ability was in the level Poor to average.

CONCLUSION

Having analyzed the data, the conclusion can be drawn as follow :

1. From the data analysis, all population there were 60 students, there were two classes, namely X Mipa 4 ans X Mipa 5. Each class consist of 30 students. From the data analysis showed that X Mipa 4 there were 22 students or 73% categorized as able and 8 students or 28% categorized unable, anf X Mipa 5 there were 30 students or 50% categorized as able and 30 students or 50% categorized as unable. It means that the tenth grade students of SMAN 1 Jatitujuh were able in expressing

intention in the speaking because 61,6% students categorized.

2. The difficulties were faced by the students that they had lack of vocabulary and pronunciation so that they felt difficult to express intention in speaking.

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