

THE ANALYSIS OF THE STUDENTS ENGLISH SPEAKING ABILITY IN CLASS X AUTOMOTIVE ENGINEERING 1 AT SMK N 3 BANGLI

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ABSTRACT

Quintessentially, the process of interaction between student and educator, which is supported by learning resources in a particular learning environment is called the process of learning. Learning English brings crucial influence, furthermore it is utilized widely in various fields including education, commerce, knowledge, legal system, tourism sector, international diplomacy, technology, and various other aspects it has been recognized. Thereupon, developing proficiency in speaking English and communicating effectively and efficiently are the main purpose of language learning. Furthermore, this research aimed to find out and explain how to analyze students' English-speaking skills in class X Automotive Engineering 1 at SMK N 3 Bangli. This study method used a qualitative research method. The subjects of this research were class X Automotive Engineering 1 students at SMKN 3 Bangli. In this research, the data collection methods used were interviews and questionnaires. Based on the results of research, there are several conclusions that can be obtained, namely that students show generally positive responses, students participate actively and express their enthusiasm in learning English. This research highlighted various factors that influence students' English learning experiences, including fear of assessment, the importance of positive feedback, and the impact of different teaching methods.

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1. BACKGROUND

Quintessentially, the process of interaction between student and educator, which is supported by learning resources in a particular learning environment is called the process of learning. However, in order to motivate students to learn, it is stressed that learning is a necessary activity. Additionally, learning consists of a number of interrelated elements, including teachers, students, learning objectives, resources, and assessment. Fairness must be maintained in the interactions between educators and learners. After that, educators

need to provide students the chance to voice their thoughts and ideas.

The process by which teachers naturally improve students' knowledge, abilities, critical thinking, creativity, and perspective regarding Indonesian or foreign languages is known as language learning. The evidence collected by Syarifudin (2020) indicates that learning is a process of internalizing knowledge into students' schemata, wherein students' activities as learners and teachers' activities as learners occur. Learning is carried out by the teacher through the stages of planning, implementing, and evaluating; the next step is to use the proper media, tools, and

resources through a traditional meeting. Teachers' responsibilities as learners, which include controlling the knowledge and skills that pupils will acquire, cannot be rejected. In the meantime, students actively participate in carrying out their teachers' instructions in order to achieve the learning objective, which is represented in competency achievement metrics. Yule claims that in order for pupils to grasp a language, they must have three things: a thorough understanding of the phonological grammar and sound system, as well as an understanding of the meaning of words (Delfi & Diah, 2015). Language is a complicated communication tool that involves individual mental processes when delivering or receiving information from others, according to studies by Wulansari and Syaepul Uyun (2023). An epistemological reason for studying the phenomena good language learners is that best practice can be generated a good theory (Atmowardoyo et al., 2021).

According to Alisjahbana's study in (Syandri, 2023), teaching English is a useful strategy for accomplishing objectives related to economic development. It is intended that by becoming proficient in English, the student body will be better equipped to meet demands from around the world, establish worldwide business networks, and boost the competitiveness of the domestic economy. (Roinah, 2019) asserts that language serves as a communication instrument. Proficiency in the language will also lead to effective communication. The advancement of scientific activities, as well as the fields of sociopolitical discourse, economics, cultural comprehension, and even daily interactions, can all be greatly aided by pupils who are proficient in English communication (Sri Andayani, 2022). Therefore, throughout their higher education, all students must enroll in at least one English course, regardless of their topic of study.

In addition to having a significant impact, learning English is widely used in a variety of industries, such as education, business, knowledge, the legal system, the travel industry, international diplomacy, technology, and many more areas that have been acknowledged. English is used as a language that is widely used to communicate with foreigners in a large number of research publications, according to Rohayati in the study by Sri Andayani (2022). As a result, a strong command of the language is very important not only as a means of social communication but also to advance scientific knowledge. It is quintessential to provide the students the chances to explore various people, culture, nationality, and backgrounds by giving space for the students to do interaction with people around the world. Proficiency in English opens the door for students to engage in deeper relationships with each other and the global community, increase cross-cultural understanding, and expand their communication networks in various sectors of life. Students subsequently acquire information and

abilities, and it goes without saying that human behaviors are necessary to interact with a diverse world. Students who learn English also have the opportunity to become aware of different ways of thinking and to recover the world outside. Additionally, students' understanding of sociocultural and then intercultural information helps them develop their critical thinking abilities. Students can strengthen their sense of self, develop a deep appreciation for Indonesian culture, and learn to value diversity and uniqueness by understanding other cultures and their interactions with it.

According to Nashruddin in the study conducted by Sri Andayani (2022), students have challenges in achieving their English learning objectives. These challenges are unavoidable and should constantly be investigated in order to find answers. Following that, it is imperative to meet the needs of students, provide support, and set learning goals in order to inspire them to become proficient in English. According to Haron et al. in Emelia (2013), speaking has significance when a person can generate words that express thoughts, objectives, or emotions in order to facilitate communication with others. Annizar et al. state in Sujiyati (2023) that speaking is a time-consuming process that requires a number of processes. Starting with their opinions, students must take the time to think about a particular topic, evaluate the science behind it, select suitable words to convey their ideas, and then put those words in the right order.

In a world full of constantly evolving technologies, where English is considered the primary language of communication, it is challenging to survive without speaking skills (Leonita et al., 2023). According to Saputra in (Wulansari & Syaepul Uyun, 2023), speaking skills refer to the ability to compose sentences. This is significant because sentences enable communication and expose a variety of behavioral variances in society. However, speaking is an action to explain something in a particular setting or as an activity to provide a report about something, according to Ladouse in (Suciati, 2021). Since speaking is a direct means of communication, it is essential to human interaction (Dael et al., 2019). Furthermore, speaking is an oral production technique and an active production talent (Ismail, 2018). Speaking is an oral language skill that is useful in daily life, according to (Rokhayani & Cahyo, 2015). Speaking is also a vital language ability that is used as a communication tool in daily life (Nikmah, 2019). Speaking entails having the ability to communicate ideas, opinions, and thoughts verbally. According to Riski S. et al. (2018), it includes spoken words intended to transmit meaning and then be understood by the people we are speaking to. As stated by Celce and Olshtain in the study by Riski S et al. (2018), speaking is considered the hardest talent to acquire since it requires the knowledge of both listening and speech distribution.

Additionally, students are reported to find studying English to be quite difficult. Therefore, improving speaking skills and communicating effectively and efficiently are the main goals.

2. RESEARCH METHOD

Typically, a qualitative research approach was applied in this investigation. According to research by Bogdan and Taylor in their book *Qualitative Research for Education*, which has been summed up by Adzhana et al. (2022), qualitative research methods are described as steps taken during an activity that create data from people's spoken or written words and make data behavior visible. The researchers employed descriptive qualitative approaches to conduct the preliminary study. The natural framework, which has multiple stages in the qualitative method—namely, observation, interviews, and document review—is thought to be the most important component, according to research by Subandi (2011). A theory will be developed based on these findings. In addition, narrative discussions of data presentation and analysis are part of qualitative research. Descriptive, phenomenological, historical, and case study research are among the categories of qualitative research.

The subjects of this research were class X Automotive Engineering 1 students at SMKN 3 Bangli. This study focuses on how to analyze students' speaking skills in class X Automotive Engineering 1 at SMK N 3 Bangli. In this scrutinization, interviews and questionnaires were applied in order to collect the data. Thereafter, the interview technique used was an in-depth interview, meaning that here several in-depth questions were asked by the researchers about how to analyze students' English-speaking skills in class X Automotive Engineering 1 at SMK N 3 Bangli. In this interview technique, the researcher uses a structured interview type, where the researcher conducts joint interviews referring to an interview guide that has been prepared systematically. Apart from that, the researchers also compiled a questionnaire aimed at class X Automotive Engineering 1 students at SMKN 3 Bangli.

Meanwhile, a questionnaire used to collect data by asking a number of questions. A questionnaire was conducted by researchers to determine students' ability to understand an explanation given by the teacher. According to Sugiyono in research (Prawiyogi et al., 2021), it is realized that an interview is recognized as people assembly to interchange ideas. According to (Trivaika & Senubekti, 2022), interviews are the interaction of question answer between interviewer and informant that is done forthcomingly.

3. FINDINGS AND DISCUSSIONS

The purpose of this study is to ascertain and elucidate the analysis of the speaking proficiency of

the students in class X of the Department of Automotive Engineering 1 (TO 1) at SMK N 3 Bangli. According to the findings of the teacher interviews, the students' reactions during English instruction at SMK N 3 Bangli could be classified as good, with their excitement evident on their expressions. The children also confidently responded to the teacher's inquiries and engaged in lively class debates. Teachers' commitment to completing assignments thoughtfully and creatively is another way that they demonstrate their interest outside of the classroom. Furthermore, students' desire to learn is clearly visible in their efforts to look for additional material and dig deeper into the concepts being taught. These students are quite interested and show great interest in learning English. In addition, teachers emphasized that parents respond to their children's English achievements with a sense of pride and satisfaction. Thereafter, they witnessed significant development in their children's English language skills, both in speaking, writing, reading and listening. Moreover, parents actively support their children in English language development. There are many factors that can make students experience difficulty in speaking English that is one understanding might be the understanding and practice of speaking in everyday life. Students' inability to speak English might also be hampered by their fear of making mistakes or of receiving negative feedback from their peers. Teachers should be patient and supportive when students make errors when speaking English in front of the class in order to foster a positive and upbeat atmosphere. However, students may lose confidence if the teacher makes mistakes or criticizes them. Positive reactions include encouraging pupils to speak English, giving them helpful criticism, and pointing out their errors without making them feel ashamed. By using this strategy, educators assist students in developing a strong feeling of self-confidence in addition to their English-speaking abilities. When teachers ask students direct questions in English, students' responses vary. Some students felt confident and enthusiastically gave answers, showing their sincerity in learning English. Shier or less confident students may respond with anxiety, but this response can be an opportunity for the teacher to provide positive reinforcement and motivate them to speak more English. In English language learning, various teaching methods have been applied to achieve learning objectives effectively. The communicative method is a popular approach that emphasizes actual communication and language use in authentic contexts. Students are encouraged to actively communicate and use English with this approach. The audio-lingual approach also emphasizes helping pupils improve their speaking and listening abilities. Teachers can become proficient in teaching strategies that incorporate interactive and creative components to enhance the enjoyment of the English language

learning process. Students can be more engaged and motivated to learn English with enthusiasm if educational games, group activities, or scenarios from everyday life are used.

The investigation produced the following findings based on the chair results of the Automotive Engineering class 1 students at SMK N 3 Bangli. English is an international language that is currently utilized to communicate with visitors or foreigners from outside the region who are unable to understand Indonesian, according to one student at SMK N 3 Bangli. However, some pupils are not even proficient in English. Many pupils who enjoy learning English also frequently exhibit great levels of attention and zeal in the classroom. They frequently take an active part in conversations, dare to speak in English, and seek out chances to hone their abilities through English-language reading or extracurricular activities. They may enjoy these subjects because of prior favorable experiences, a genuine interest in the culture, or encouragement from teachers. However, there are some students that dislike learning English. These pupils don't seem motivated or interested. They could struggle or lack confidence when speaking in English, which can be brought on by a number of things like poor grammar knowledge or challenging pronunciation. Many students view proficiency in English as crucial since they understand how it may boost their competitiveness in the global job market, create new networks, and open doors of opportunity. However, because they do not perceive the necessity of learning English, some pupils believe that it is not vital. Most likely because they haven't seen how English fits with their interests or professional aspirations, or because they haven't personally benefited from it. Teachers must therefore demonstrate the usefulness and significance of English in the context of their everyday lives and potential professions. Furthermore, there can be a wide range in the judgments of pupils regarding their comprehension of the English learning materials that the teacher presents. The content may be simpler for students to understand if they are involved and at ease with the teacher's method of instruction. They could value the way the instructor explains ideas and offers pertinent examples.

On the other hand, pupils who struggle to comprehend English-language content could experience frustration or anxiety. It is crucial that educators pay attention to what students have to say and actively seek out methods to simplify difficult ideas. Twenty students in the automotive engineering class at SMK N 3 Bangli believed that they were interested in studying English. It's possible that these students were motivated by a desire to interact with native speakers, study literature, or comprehend English-speaking cultures. They might consider learning English as a chance to develop transferable skills and widen their perspective on the world. However, seven pupils showed little interest in

English-related subjects. This could be brought on by students' unfavorable experiences speaking English with foreigners or the belief that learning the language is challenging. In essence, all students who are motivated to improve their English proficiency because they understand that having great English language abilities can lead to a variety of chances in social and professional contexts. The desire to study abroad, have access to global content, or comprehend other cultures can all have an impact on the desire to improve one's English. Moreover, teachers can harness this passion and desire by providing inspiring assignments and projects, as well as creating a conducive and vigorous classroom environment that supports English-language conversation and interaction. By motivating students to continue honing their skills and providing positive support, teachers can help them achieve their goal of becoming more fluent in English.

Additionally, several students contended that if they had a workshop, they could look for and purchase the necessary items overseas, which would help them achieve their aim of learning English. While this is going on, some kids could feel less comfortable speaking English in class or at school, and others might worry about proper grammar or pronunciation, which could make them fearful or anxious. Some students, on the other hand, relished the chance to practice their English and felt proud of themselves when they were able to speak it well. Fundamentally, these feelings can vary depending on the student's level of comfort and confidence in using English as a daily communication tool. Most students said they felt awkward or embarrassed when they made mistakes speaking English. They worry that the mistake could reduce their friend's understanding or reduce their credibility. Some pupils, on the other hand, view errors as chances to grow and learn English. Some pupils are inspired to practice more and don't fear repeating the same mistakes in the future. Students who recognize that these errors are stepping stones to improvement are more likely to be self-assured when it comes to conquering challenges in speaking English. Pupils who are comfortable speaking English in front of the class frequently experience pride and fulfillment. Additionally, the students view speaking engagements as a chance to share their knowledge and views with their peers and showcase their skills. This satisfaction arises from their self-confidence in mastering English and readiness to participate actively in class discussions. Overall, the experience of speaking English in front of the class is a positive moment that strengthens students' confidence in their language abilities.

Quintessentially, for some students in class Automotive Engineering 1 of SMK N 3 Bangli, speaking English is considered difficult due to certain challenges. One major factor is anxiety about making grammatical or pronunciation errors that could affect understanding. Apart from that, lack of comfort in

using vocabulary that you may not yet master can also be an obstacle. The existence of social pressure, especially among classmates, can increase feelings of difficulty and make students feel afraid to speak English. However, students can overcome these challenges and advance their English-speaking abilities with consistent practice and a positive learning environment. Some students believe that the teacher's explanations give them a clear idea of what will be covered in class, which makes it easier for them to plan and get ready for studying. However, some students might want more time or alternative teaching strategies in order to feel completely prepared. One student discovered that giving students pre-meeting homework or extra materials helped improve their comprehension of the subject matter prior to the following class period. Additionally, this preparation is based on the learning preferences of each student as well as the way the instructor presents information to pique their curiosity and comprehension. The desire to be able to communicate more fluently with native speakers or in international settings can motivate students to work on their English-speaking abilities. It can also serve as a motivational boost to see the long-term advantages of becoming proficient in English, such as increased professional options. Students will also be inspired to learn more if they enjoy studying English-speaking culture through literature, music, or movies. Support from the classroom, such as a teacher who gives encouraging comments, can also play a significant role in keeping students motivated to keep getting better at speaking English. Many students believe that using technology to learn English can make the process more engaging and successful. In order to make the content more engaging and pertinent, they expect that educators will utilize applications, instructional videos, and online resources. In addition, students believe that learning can be more fun in an inclusive classroom environment where all students are welcome to participate. They suggest that educators actively consider each student's unique learning preferences and develop lesson plans that can be modified to meet the demands of a wide range of learners. The environment for learning English can be made livelier and motivating in this way.

4. CONCLUSION

According to the findings of a study on the speaking skills of students in the Automotive Engineering class at SMK N 3 Bangli, a number of conclusions can be drawn, including the fact that students participate actively and demonstrate a general enthusiasm for learning English. Both within and outside of the classroom, teachers are crucial in creating this atmosphere. Praising students' attempts to communicate in English, offering helpful criticism, and guiding them to fix errors without feeling embarrassed are examples of positive replies. Several

teaching strategies have been used in English language instruction to successfully meet learning goals. Additionally, it is evident that students are motivated to learn when they seek out more information and go deeper into the subjects being taught. Learning English is something that these pupils are very interested in. Additionally, educators stressed that parents feel proud and satisfied when their children succeed in English. Parents then saw a notable improvement in their kids' English language proficiency in speaking, writing, reading, and listening. In summary, parental support has a major role in students' linguistic development as well. This study highlights various factors that influence students' English learning experiences, including fear of assessment, the importance of positive feedback, and the impact of different teaching methods. Moreover, the study identified varying levels of student interest, emphasizing the importance of illustrating the practicality and relevance of English in their daily lives. Thereupon, understanding and addressing students' individual preferences and challenges can contribute to a more effective English learning experience, ultimately helping students achieve their fluency goals.

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