

ABSTRACT

Sahajani, Tusthi. 2019. *Current Trends in Speaking Competence Research: A Content Analysis*. Yogyakarta: English Language Studies, Sanata Dharma University.

Research on *speaking* competence has been extensively conducted over years. Various issues have been addressed to improve efficiency within the learning and teaching of *speaking*. Thus, there is a possibility of overlapping topics, methodology and outcomes. Therefore, it is necessary to investigate the current trends in *speaking* competence research to see which topics, methodology and outcomes have been extensively researched. This research thus intends to answer the formulated question: *What are the current trends in speaking competence research?*

Through stratified random sampling, the data were 100 recent research reports on *speaking* competence in the form of educational research reports from 2008 to 2018. They came from World Englishes circle countries and retrieved from reputable open sources on the Internet. Content analysis was implemented, and the nature of this research is direct observation utilizing the manifest content tables. The research trends include trends in data origins and publication years, investigated and related topics, concept clarifications of *speaking*, research goals and results, and research methodology including research designs and methods, Data Gathering Instruments (DGI), analysis techniques, sample, sample sizes, sampling techniques, as well as research validity and reliability. The analysis results were presented using descriptive statistics followed by interpretation.

The results revealed that most research on *speaking* competence came from Indonesia (29%). Most research in *speaking* were the ones published in 2015 (18%) and 2017 (18%). Performance (accuracy and fluency) (62%) became the most investigated topic. Techniques/strategies predominated the related topics (78%). Most research did not clarify the concept of *speaking* (59%). Most research aimed to investigate if independent variable(s) has significant effect on performance (55%). The trends in methodology showed that most research was quantitative (84%) with quasi-experimental method (35%). Pre-test and post-test items (38%) predominated the DGI. Descriptive statistics (46%) often followed by t-test (23%) predominated data analysis techniques. Most reports took university students (36%) as their sample. Sample size from 31 to 100 (61%) was mostly chosen. Purposive sampling (30%) predominated the sampling techniques. Most research did not report the validity findings (74%), but many reported inter-rater reliability (35%). Two anomalies were found, which were the implementation of true experimental design, and the use of Cronbach's Alpha to estimate reliability.

The findings of the current trends inform future researchers about the topics, methodology and results that have been overlapping, as well as anomalies found within the research reports. Researchers may choose the more efficient topics and methodology that can produce the more efficient outcomes to increase the optimum development of *speaking* science, which will lead to the better acquisition of *speaking* competence.

Keywords: *speaking competence research, speaking research, research trends, content analysis*

ABSTRAK

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Riset mengenai kompetensi *berbicara* banyak dilakukan dalam beberapa tahun terakhir. Berbagai isu mengenai *berbicara* telah banyak diatasi untuk meningkatkan efisiensi dalam pengajaran dan pembelajaran *berbicara*. Topik – topik, metodologi dan hasil - hasil yang tumpang tindih mungkin terjadi. Meneliti tren – tren terkini mengenai riset kompetensi *berbicara* menjadi penting, untuk melihat topik – topik, metodologi dan hasil – hasil mana yang tumpang tindih. Riset ini bertujuan untuk menjawab pertanyaan rumusan: *Apakah tren-tren penelitian kompetensi berbicara saat ini?*

Melalui teknik *stratified random sampling*, data diambil dari 100 riset terkini tentang kompetensi *berbicara* dalam bentuk laporan penelitian pendidikan, dari tahun 2008 hingga 2018. Data diambil dari negara – negara lingkaran *World Englishes* dari sumber-sumber terbuka di Internet. Metode riset adalah analisis isi. Sifat penelitian ini adalah pengamatan langsung dengan tabel *manifest content* berisi informasi mengenai asal-usul data, tahun publikasi, topik utama dan terkait, klarifikasi konsep *berbicara*, tujuan dan hasil, serta metodologi yang mencakup desain dan metode, instrumen pengumpulan data, teknik analisis data, sampel, ukuran dan teknik sampel, serta validitas dan realibilitas. Hasil analisis disajikan menggunakan statistik deskriptif diikuti dengan interpretasi.

Hasil riset menunjukkan bahwa mayoritas riset *berbicara* berasal dari Indonesia (29%). Mayoritas riset *berbicara* diterbitkan di tahun 2015 (18%) dan 2017 (18%). Performa *berbicara* (55%) menjadi topik utama yang paling banyak diteliti. Teknik/strategi (62%) adalah topik terkait tertinggi. Mayoritas riset tidak menjelaskan konsep *berbicara* (59%). Mayoritas riset ingin meneliti apakah variabel independen berimbas signifikan terhadap *berbicara* (55%), diikuti dengan hasil yang signifikan (54%). Tren-tren pada metodologi menunjukkan bahwa mayoritas riset adalah kuantitatif (84%) yang banyak diikuti dengan metode quasi-eksperimental (35%) menggunakan soal – soal *pre-test* dan *post-test* (38%). Statistik deskriptif (46%) yang sering diikuti dengan t-test (23%) adalah teknik analisis tertinggi. Mayoritas sampel adalah mahasiswa (36%). Mayoritas ukuran sampel adalah 31 hingga 100 (61%). Teknik *purposive sampling* (32%) paling diminati. Mayoritas riset tidak melaporkan validitas (74%), namun melaporkan reliabilitas *inter-rater* (35%). Anomali-anomali yang ditemukan berupa penerapan desain *true-experimental* dalam riset pendidikan, dan penggunaan Alpha Cronbach untuk mengestimasi realibilitas.

Hasil riset diharapkan memberi informasi kepada para peneliti yang akan datang mengenai topik – topik, metodologi dan hasil – hasil apa yang tumpang tindih, serta anomali – anomali apa yang ditemukan. Para peneliti dapat memilih topik – topik dan metodologi yang lebih efisien, yang dapat menghasilkan hasil – hasil riset yang juga efisien untuk lebih mengoptimalkan pengetahuan dalam ilmu *berbicara*, sehingga menghasilkan akuisisi kompetensi *berbicara* yang lebih baik.

Kata Kunci: *riset kompetensi berbicara, riset berbicara, tren-tren riset, analisis isi*