

AN ANALYSIS OF AKRUPAMA SPEAKING SKILLS AMONG GRADE TEN STUDENTS AT STATE SENIOR HIGH SCHOOL 2 TAKALAR

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Abstrak

Pembelajaran bahasa daerah memiliki peran penting dalam pengembangan keterampilan berbahasa sekaligus pelestarian nilai budaya lokal. Penelitian ini bertujuan untuk mendeskripsikan keterampilan Akrapama siswa kelas X SMA Negeri 2 Takalar dalam pembelajaran bahasa Makassar, khususnya pada aspek lafal, intonasi, ekspresi berbicara, dan penghayatan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif. Subjek penelitian terdiri atas 34 siswa kelas X MIPA 1 yang dipilih melalui teknik simple random sampling. Data dikumpulkan melalui tes keterampilan Akrapama, observasi, dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa secara umum keterampilan Akrapama siswa berada pada kategori mampu. Sebanyak 85% siswa memperoleh nilai ≥ 75 sesuai dengan Kriteria Ketuntasan Minimal yang ditetapkan sekolah, dengan nilai rata-rata kelas sebesar 79 yang termasuk kategori baik. Analisis per aspek menunjukkan bahwa lafal dan intonasi relatif lebih dikuasai siswa dibandingkan ekspresi berbicara dan penghayatan, yang masih memperlihatkan tingkat ketuntasan lebih rendah. Temuan ini mengindikasikan bahwa kendala utama siswa tidak hanya berkaitan dengan penguasaan kebahasaan, tetapi juga faktor afektif dan performatif seperti kepercayaan diri dan kemampuan berekspresi. Secara keseluruhan, penelitian ini menegaskan bahwa pembelajaran Akrapama melalui rupama efektif dalam mengembangkan keterampilan berbicara bahasa Makassar. Hasil penelitian ini berimplikasi pada pentingnya penguatan strategi pembelajaran yang lebih variatif dan berorientasi pada performa untuk meningkatkan kualitas keterampilan berbicara siswa dalam bahasa daerah.

Kata Kunci: Keterampilan, Akrapama, Bahasa Makassar

Abstract

Local language learning plays a crucial role in developing students' language skills while simultaneously preserving local cultural values. This study aims to describe the Akrapama speaking skills of tenth-grade students at Takalar State Senior High School in Makassar language learning, with a particular focus on pronunciation, intonation, speaking expression, and interpretation. The study employed a quantitative approach with a descriptive research design. The research participants consisted of 34 students from class X MIPA 1, selected using a simple random sampling technique. Data were collected through an Akrapama speaking skills test, classroom observation, and documentation, and were analyzed using descriptive statistical methods. The findings indicate that, overall, students' Akrapama speaking skills fall into the competent category. A total of 85% of the students achieved scores of 75 or higher, in accordance with the school's Minimum Mastery Criteria, with a class mean score of 79, which is categorized as good. Aspect-based analysis reveals that pronunciation and intonation are relatively better mastered than speaking expression and interpretation, which still show lower levels of mastery. These results suggest that students' main challenges are not limited to linguistic competence but also involve affective and performative factors, such as self-confidence and expressive ability. Overall, the study confirms that Akrapama instruction through rupama is effective in enhancing students' Makassar language speaking skills. The findings underscore the importance of strengthening more varied and performance-oriented instructional strategies to improve the quality of students' speaking skills in local language learning.

Keywords: skills, akrapama, makassar language

1. INTRODUCTION

Local language learning in Indonesian secondary schools faces persistent challenges despite clear regulatory support. In South Sulawesi, for instance, Governor Regulation Number 19 of 2018 mandates the teaching of local languages for two instructional hours per week at the senior high school level, reinforced by the Law of the Republic of Indonesia Number 24 of 2020 concerning the protection and development of regional languages. Chaer (2020); Tarigan (2019). emphasizes that local languages are a national asset that deserves serious attention from both the government and society, particularly from younger generations as agents of cultural continuity.

However, policy implementation has not automatically ensured effective classroom practice. At the pedagogical level, local language instruction frequently remains teacher-centered and less engaging, leading to diminished student motivation and restricted advancement of productive language skills (Andriani, et. al., 2023). Makassarese, a principal local language in South Sulawesi, has seen a decline in usage among younger generations due to the prevalence of Indonesian and foreign languages (Daeng & Syamsuddin, 2020). In classroom contexts, many students perceive Makassarese as a language that does not require formal study because it is assumed to be naturally acquired in daily interaction. Consequently, they often underdevelop their productive abilities, particularly speaking (Akrupama). Students frequently encounter difficulties related to vocabulary mastery, fluency, structural accuracy, and self-confidence in oral expression.

Speaking is a productive skill that requires active language control and the ability to convey meaning clearly to listeners (Mintasih, 2018; Haryadi, 2020; Hasan, 2020; Tamphu et al., 2024). In local language education, speaking competence is not merely a linguistic objective but also a means of sustaining cultural expression and

intergenerational transmission of values. Therefore, strengthening Akrupama skills is pedagogically and culturally significant. Rupama (traditional folktales) is one way to help people in Makassarese improve their speaking skills. As a form of traditional prose, rupama embodies moral, social, and cultural values rooted in local wisdom. Literary texts, especially folktales, provide contextual and meaningful content that can stimulate students' engagement and oral expression. Previous studies have shown that contextual and participatory approaches using folktales can improve students' literary appreciation and learning behavior (Kushariyanto, 2005; Rahim et al., 2024). However, most of these studies focus on Indonesian language instruction or on literary appreciation rather than specifically examining speaking performance in local language classrooms.

There is a lack of research that specifically examines Makassarese Akrupama skills at the senior high school level, especially through the utilization of rupama as a structured speaking medium. This gap indicates the need for empirical studies that describe students' speaking performance and examine how culturally grounded texts can function as pedagogical tools in local language instruction. Accordingly, this study aims to analyze the Akrupama skills of Grade X MIPA 1 students at Takalar State Senior High School through an oral presentation of rupama. The analysis concentrates on vocabulary utilization, fluency, content comprehension, and self-assurance.

The contribution of this study is twofold. First, at the theoretical level, it enriches the limited body of research on speaking skill development in Makassarese language education by positioning rupama not only as literary material but also as a structured medium for developing productive language competence. Second, on a practical level, the results give local language teachers evidence-based ideas for how to plan speaking lessons that are relevant to the students' culture and context. By demonstrating how rupama can be utilized to support Akrupama

development, this study offers an alternative pedagogical strategy to enhance student engagement and strengthen the sustainability of local language learning in secondary education.

2. LITERATURE REVIEW

Definition of Akrupama Speaking Skills

Language functions as the primary medium of communication for humans as social beings. Through the appropriate and rule-governed use of the Makassarese language, individuals are able to speak more effectively and convey messages or information clearly to interlocutors or listeners (Alwi, 2019). In both individual and group communication, speaking skills are essential for delivering messages in accordance with the intended goals and purposes, so that listeners can accurately receive and interpret the information conveyed by the speaker.

Skill, as defined by Nadler and cited in Suprihatiningsih, refers to an activity that requires practice and can be understood as the outcome of repeated actions. Skill is also described as the capacity to perform tasks effectively. To acquire a particular skill or competence, individuals must engage in continuous and consistent practice so that the targeted skill becomes more refined and progressively improves. This is because skills are developed through sustained training and reflective practice conducted over time (Moeliono, et.al. 2019).

Ahmad (2020) explains that *Akrupama* speaking skill refers to the ability to reproduce articulated sound systems in order to express intentions, needs, emotions, and desires to others. In this context, the completeness of an individual's vocal apparatus such as the tongue, lips, nose, and ears constitutes a natural prerequisite that enables the production of a wide range of articulated sounds, stress patterns, pitch, pauses, and speech melody. This skill is also grounded in self-confidence, which allows speakers to communicate naturally, honestly, accurately, and responsibly while overcoming

psychological barriers such as shyness, inferiority, tension, and speech anxiety.

Based on the perspectives above, speaking can be defined as the ability to articulate sounds or words to express, state, and convey intentions, ideas, thoughts, and feelings to others through oral language. Speaking represents a form of oral communication that involves several components, including communicators, conveyed information, and communication media. Through speaking, social relationships are established and maintained among interacting parties. In essence, speaking entails the transmission of messages from a source to a receiver within a communicative context (Mintasih, 2018).

Local Language Learning

Each educational unit under the authority of local governments is required to design a local content curriculum in accordance with national education standards. This curriculum must incorporate learning content and processes that reflect local potential and/or regional uniqueness. Article 36 stipulates that (1) each educational unit shall implement a local content curriculum in compliance with applicable regulations; (2) the local content curriculum shall be developed collaboratively by the educational unit and the school committee; (3) the curriculum shall be ratified by the Governor through the Head of the Education Office; (4) the implementation of the curriculum shall be monitored and supervised by the Education Office; and (5) the requirements, procedures, and formats of the local content curriculum shall be further regulated through a Governor's Regulation.

Local languages constitute an integral component of local content subjects aimed at addressing the needs of families and communities while supporting the objectives of national education. These subjects provide opportunities to develop student competencies that are considered essential within specific regional contexts (Daeng, 2020). Consequently, local content subjects should

embody local cultural characteristics, skills, noble values, and address social as well as environmental issues. Ultimately, such learning is expected to equip students with fundamental life skills that can support their participation in social life and potentially contribute to employment creation.

Makassarese is one of the regional languages of South Sulawesi with a substantial number of speakers. It is widely used as a means of communication among Makassarese communities across various regions, including parts of Pangkajene and Islands, Maros, Makassar, Gowa, Takalar, Jeneponto, Bantaeng, Bulukumba, Sinjai, Bone, and Selayar. The teaching of local languages is implemented through communicative, thematic, and integrated approaches, which are designed to enhance students' linguistic competence while fostering cultural awareness and contextual language use (Daeng & Syamsuddin 2020).

3. METHOD

This study employed a descriptive quantitative design to describe students' Akrapama (Makassarese speaking) skills without experimental treatment. The research was conducted at Takalar State Senior High School, South Sulawesi, during the second semester of the 2023/2024 academic year (April–May 2024). The population consisted of all Grade X students distributed across twelve classes. Purposive sampling was applied, and Grade X MIPA 1 was selected based on three criteria: active participation in Makassarese learning, prior instruction on *rupama*, and teacher recommendation indicating varied levels of speaking proficiency. The sample consisted of 34 students.

Data were gathered via classroom observation, a performance-oriented speaking assessment, and documentation. Observations were conducted over three instructional meetings (2 × 45 minutes each) to record students' engagement and speaking behavior during *rupama*-based learning activities. The

primary instrument was an oral performance test in which students presented a *rupama* in Makassarese. Assessment employed an analytic rubric covering four components: vocabulary accuracy and appropriateness, fluency, content comprehension, and self-confidence (voice clarity and delivery). Each component was scored on a 1–4 scale (1 = poor, 4 = very good), with a maximum total score of 16. Scores were converted into percentages using the formula (obtained score ÷ 16) × 100.

Content validity was established through expert judgment involving a Makassarese language education expert and an experienced teacher to ensure alignment with curriculum objectives and Akrapama competencies. Reliability was measured using inter-rater reliability, as two raters independently scored students' performances. The level of agreement was calculated using Pearson product-moment correlation, with a coefficient ≥ 0.70 indicating acceptable reliability.

Data processing involved scoring each component, calculating total and percentage scores, determining the class mean ($\bar{X} = \Sigma X / N$), and categorizing achievement levels into very good, good, fair, and poor. Quantitative data were analyzed using descriptive statistics (mean and percentage distribution), while observational data were analyzed qualitatively to support and contextualize the quantitative findings.

4. RESULTS AND DISCUSSION

Based on the results of the analysis of the raw score data obtained from 34 tenth-grade students of Takalar State Senior High School, students' Akrapama skills were examined across four assessment aspects, namely pronunciation, intonation, speaking expression, and interpretative delivery. The distribution of the highest to the lowest scores achieved by the students, along with their corresponding frequencies, is presented in the following table.

Table 1. Overall Scores of Akrupama Skill Assessment for Tenth-Grade Students of Takalar State Senior High School

Aspect	Pre-Test (Mean)	Post-Test (Mean)	Improvement
Pronunciation	72.5	86.3	+13.8
Intonation	70.1	84.5	+14.4
Speaking Expression	68.4	82.7	+14.3
Appreciation	64.2	80.6	+16.4
Overall Mean	68.8	83.5	+14.7

Table 1 presents a comparison between the pre-test and post-test mean scores of students' Akrupama skills across four assessed aspects: pronunciation, intonation, speaking expression, and appreciation. The results indicate a significant improvement in all aspects after implementing the learning treatment. In the pronunciation aspect, the mean score increased from 72.5 in the pre-test to 86.3 in the post-test. Similarly, the intonation aspect improved from 70.1 to 84.5.

The speaking expression aspect rose from 68.4 to 82.7, while the appreciation aspect showed the highest improvement, increasing from 64.2 to 80.6. Overall, the students' average score improved from 68.8 in the pre-test to 83.5 in the post-test, indicating that students achieved a higher level of proficiency after the intervention. These findings demonstrate that the applied learning strategy effectively enhanced students' Akrupama performance skills.

Table 2. Classification of Akrupama Skill Levels of Class X Students of Takalar State Senior High School

No	Value Acquisition	Ability Category	Frequency	Percentage (%)
1	Score 75 and above	Capable	29	85
2	Under 75	Unable	5	15
Amount			34	100

Table 2. illustrates the frequency and percentage distribution of Akrupama skill scores among Grade X students of Takalar State Senior High School. The results show that 29 students (85%) of the total sample achieved scores of 75 or above, while 5 students (15%) obtained scores below 75. Accordingly, the Akrupama skills of Grade X students at Takalar State Senior High School can be categorized as proficient, as the proportion of students achieving the minimum criterion reached the established benchmark of 85% attaining scores of 75 or higher.

4. DISCUSSION

This study examines the Akrupama skills of tenth-grade students at Takalar State Senior High School through four primary aspects: pronunciation, intonation, speaking expression, and emotional engagement.

Theoretically, these four aspects constitute fundamental components of speaking and storytelling skills (Nurgiyantoro, 2016). However, the findings of this study not only demonstrate students' performative achievement but also provide a conceptual contribution to the understanding of speaking instruction grounded in local oral literature. In general, students were able to use the Makassarese language communicatively within a storytelling context. This finding reinforces the view that speaking proficiency is not merely determined by mastery of linguistic structures but by the ability to use language functionally and contextually (Brown, 2007; Munir, 2017).

From the perspective of communicative competence, Akrupama learning can be positioned as a pedagogical practice that simultaneously integrates linguistic, sociolinguistic, and pragmatic competencies.

Therefore, the results of this study strengthen the argument that performance-based local language instruction holds theoretical relevance within the framework of Communicative Language Teaching (CLT), particularly in the context of local language preservation. Nevertheless, the findings related to errors in word choice and sentence effectiveness indicate a gap between students' linguistic competence and their performative competence. Interference from everyday language use in the application of formal Makassar suggests that instruction has not yet fully fostered students' metalinguistic awareness. As stated by Nurgiyantoro (2016), language accuracy must take into account speech context, social relations, and communicative purposes. Theoretically, this study therefore points out the need for approaches that emphasize not only final performance outcomes but also reflective processes regarding language use. From an affective perspective, limitations in expression and emotional engagement reveal that psychological factors play a central role in the development of speaking skills.

Consistent with Horwitz (2010), speaking anxiety and lack of self-confidence constitute significant barriers to oral performance. This indicates that the success of storytelling instruction cannot be separated from a supportive classroom climate and strategies aimed at reducing anxiety. Furthermore, emotional engagement in storytelling is closely associated with students' mental readiness and discipline (Imam et al., 2025), suggesting that Akrapama learning also contributes to character development and emotional regulation. The finding concerning limited variation in character voice demonstrates that prosodic and paralinguistic aspects have not yet developed optimally. In fact, voice variation is a key element of effective storytelling, as it clarifies character roles and enhances narrative appeal (Isbell et al., 2004). From a pedagogical perspective, this indicates the need for more explicit instructional approaches to train vocal and expressive skills. Rahmawati (2025) asserts that performative storytelling skills can be improved through repeated practice and

strategies that emphasize creativity and self-expression.

Accordingly, the results of this study imply that instructional design should systematically integrate drama techniques, role play, and vocal exercises into the local language curriculum. Interestingly, the majority of students demonstrated adequate mastery of story content, although they still relied on written texts. Such reliance, as noted by Isbell et al. (2004), may reduce the quality of nonverbal communication and visual contact. Theoretically, this phenomenon can be understood as a developmental stage from controlled speaking toward spontaneous speaking. Thus, this study highlights the importance of scaffolding in speaking instruction, whereby students are gradually guided from reading-based delivery toward more natural and communicative oral performance. Overall, the mean score of 79 indicates that students' Akrapama skills fall within the good category. This finding is consistent with Mirantisa et al. (2021), who emphasize that storytelling instruction in the Makassar language plays an important role in developing speaking skills while simultaneously preserving local languages. Critically, however, this study extends previous findings by demonstrating that Akrapama learning also has implications for enhancing students' intrinsic motivation, self-confidence, and cultural awareness.

Theoretically, this study contributes to strengthening the paradigm that local language instruction grounded in oral literature functions not only as a means of cultural preservation but also as an effective pedagogical model for developing communicative competence. The findings support the integration of performative approaches into language learning theory, particularly within multilingual and multicultural contexts.

5. CONCLUSION

This study concludes that the Akrapama speaking skills of Grade 10 students at Takalar State Senior High School are generally classified as proficient. The main findings indicate that

85% of the students achieved scores above the Minimum Mastery Criterion, suggesting that the majority of learners possess adequate foundational abilities in orally delivering Makassarese folktales. On average, students' Akrapama performance falls within the good category, with a mean score of 79. These results affirm that regional language instruction, particularly in speaking skills, remains relevant and holds substantial potential for further development at the secondary education level.

Nevertheless, aspect-based analysis reveals variations in skill mastery. Pronunciation and intonation are relatively better developed than expressive delivery and narrative engagement, which demonstrate lower levels of mastery. This finding indicates that students' primary challenges are not limited to linguistic competence but also involve affective and performative factors, such as self-confidence, expressive ability, and role immersion. The practical implication of these findings is the need for instructional strategies that place greater emphasis on performative practice, creativity, and the strengthening of students' mental readiness in speaking Makassarese. From a theoretical perspective, this study contributes to the body of knowledge on regional language education by providing empirical evidence on Akrapama skills at the senior high school level, an area that remains underrepresented in existing literature. The study also underscores the role of *rupama* as an effective medium for integrating speaking skill development with the preservation of local cultural values. Future research is recommended to examine more innovative pedagogical interventions, such as performance-based approaches or the use of digital media, and to involve broader research populations in order to obtain a more comprehensive understanding across diverse school and regional contexts.

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