STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH

STUDY PROGRAM OF FKIP UIR

THESIS

SEPTIYA YUZA
NPM: 146311355

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2019

STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH STUDY PROGRAM OF FKIP UIR

THESIS

Skripsi submitted in partial fulfilment of the requirements for

The Degree of Sarjana of Education

SEPTIYA YUZA

146311355

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2019

THESIS APPROVAL

TITTLE

STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH STUDY PROGRAM OF FKIP UIR

Name : Septiya Yuza

Student Number : 146311355

Study Program : English Language Education

Faculty : Teachers Training and Education

Advisor

Dra. Betty Sailun, M.Ed
NIDN: 0027046002

Head of English Language Education

Miranti Eka Putri, S.Pd., M.Ed
NIDN : 1005068201

This for thesis has been accepted to be one of requirements for the award to Sarjana Degree in English Study Program, Teacher Training and Education Faculty, Islamic University of Riau.

Pekanbaru, 05th of March 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN: 0007107005

THESIS

STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH STUDY PROGRAM OF FKIP UIR

Name   : Septiya Yuza
Student Number   : 146311355
Study Program   : English Language Education
Faculty   : Teachers Training and Education

THE CANDIDATE HAS BEEN EXAMINED
Monday, 08ᵗʰ April 2019

THE EXAMINERS COMMITEE

Advisor

Dra. Betty Sailun, M.Ed
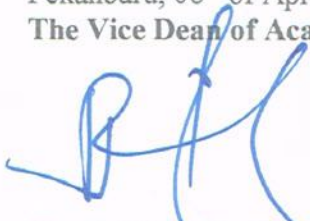NIDN: 0027046002

Examiners

Dr. Rugaiyah., M.Pd
NIDN: 10101170003

Miranti Eka Putri, S.Pd., M.Ed
NIDN : 1005068201

Thesis has been submitted to be fulfillments for the award to Sarjana Degree in English Study Program, Teacher Training and Education Faculty, Islamic University of Riau.
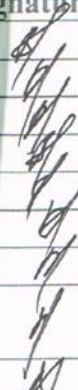
Pekanbaru, 08ᵗʰ of April 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd, M.Si
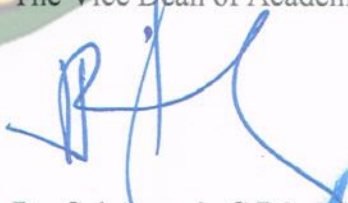NIP. 197010071998032002
NIDN: 0007107005

THESIS GUIDANCE AGENDA

This guidance has been performed for:

Name : Septiya Yuza

Student Number : 146311355

Study Program : English Language Education

Faculty : Teachers Training and Education

Head Advisor : Dra, Betty Sailun,M.Ed

Title : STUDENTS' SPEAKING FOR FORMAL SETTING AT
ENGLISH STUDY PROGRAM OF FKIP UIR

No	Date	Guidance Agenda	Signature
1	November,6th 2018	Revised Chapter I	
2	November, 13rd 2018	Revised Chapter II	
3	November, 27th 2018	Checked All Chapters	
4	December, 04th 2018	ACC for Seminar Proposal	
5	December, 13rd 2018	Joined Seminar Proposal	
6	February, 15th 2019	Took the data	
7	February, 21st 2019	Revised Chapter III, IV & V	
8	March, 05th 2019	Approved to join the Skripsi Examination	
9	March, 18st 2019	Join Skripsi Examination	

Pekanbaru, 05th of March 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN: 0007107005

LETTER OF NOTICE

The head advisor and vice advisor hereby notify that:

Name   : Septiya Yuza

Student Number   : 146311355

Study Program   : English Language Education

Advisor   : Dra. Betty Sailun, M.Ed

has completely written a thesis which entitled:

STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH STUDY PROGRAM OF FKIP UIR

It has been examined. This letter is made to be used, as it needed.

Pekanbaru, 05th of March 2019

Advisor

Dra. Betty Sailun, M.Ed
NIDN: 0027046002

DECLARATION

The undersigned researcher:

Name   : Septiya Yuza

Student Number   : 146311355

Place/date of birth   : Tanjungpinang, September 15th 1996

Study Program   : English Education (S1)

Faculty   : Teachers Training and Education

acknowledges this thesis is definitely from her very own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. She is responsible for the data and facts provided in this thesis.

Pekanbaru, 05 March 2019

The Researcher,

<u>Septiya Yuza</u>
146311355

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
الجامعة الإسلامية الریویة

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 8 bulan April Tahun 2019 Nomor : 899 /Kpts/2019, maka pada hari Senin Tanggal 8 bulan April tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Septiya Yuza
2. Nomor Pokok Mhs : 14 631 1355
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : Students' Speaking for Fomal Setting at English Study Program of FKIP UIR

5. Tanggal Ujian : 8 April 2019
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi : 82,94 (A-)
8. Prediket Kelulusan : _____

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

(Dra. Betty Sailun, M.Ed.)

Dosen Penguji :

1. Dra. Betty Sailun, M.Ed. ( )
2. Dr. Rugaiyah, M.Pd. ( )
3. Miranti Eka Putri, S.Pd., M.Ed. ( )

Pekanbaru, 8 April 2019
Dekan

Drs. Alzaber, M.Si.
NIP. 19591204.1989101001
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UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
الجامعة الإسلامية الرياوية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. **+62 761 674674 Fax. +62761 674834** Email:edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 09 Februari 2019

Nomor : 182 /E-UIR/27-FKIP/2019
Hal : *Izin Riset*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di

    Pekanbaru

Assalamu' alaikumWr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : **Septiya Yuza**
Nomor Pokok Mhs : 14 631 1355
Fakultas : Keguruan Ilmu Pendidikan Universitas Islam Riau
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul **"Students' Speaking For Formal Setting at English Study Program of FKIP UIR."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam,
Dekan,

Drs. Alzaber, M.Si.
NIP . 19591204 198910 1001
No.Sertifikasi Pendd.11110100600810
NIDN.0004125903

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Septiya Yuza
NPM/NIM : 146311355
Lembaga Pendidikan : Universitas Islam Riau
Lembaga Penelitian : Universitas Islam Riau
Alamat : Jln. Pahlawan Kerja
No. Handphone : 0822 6800 7966

Dengan ini saya menyatakan bahwa akan mnetaati dan tidak melanggar ketentuan peraturan perundang-undangan yang berlaku dan berkaitan dengan penertiban rekomendasi Riset/Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau.

Demikian surat pernyataan ini saya buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 12 februari 2019

Yang membuat pernyataan,

(Septiya Yuza)

YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU
الجامعة الإسلامية الرياوية

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Nomor : 1041 /E-UIR/27-2019
Lamp. : –
Hal : <u>IZIN PENELITIAN</u>

Pekanbaru, 14 Maret 2019 M
07 Rajab 1440 H

Kepada : Yth. Sdri. SEPTIA YUZA.
MAHASISWA PRODI. PEND. BAHASA INGGRIS.
FKIP – UNIVERSITAS ISLAM RIAU
Di
<u>Pekanbaru</u>

Assalamu'alaikum Wr.Wb.
Dengan hormat, teriring salam dan do'a semoga Saudara berada dalam keadaan sehat dan sukses selalu, aamiin.

Memperhatikan surat Saudara tanggal 09 Maret 2019, tentang Permohonan Izin Penelitian di Universitas Islam Riau, maka bersama ini disampaikan pada prinsipnya dapat kami setujui dan izinkan, dengan ketentuan Saudara dapat mematuhi peraturan dan ketentuan yang berlaku di Universitas Islam Riau.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalam
Rektor,

Prof. Dr. H. Syafrinaldi, S.H., M.C.L.
NIP. 19631128 199403 1 001

Tembusan :
1. Sdr. Dekan FKIP UIR.
2. Pertinggal

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Septiya Yuza
NIM	:	14 631 1355
Hari Tanggal Seminar	:	Kamis/ 13 Desember 2018
Pembimbing Utama	:	Dra. Betty Sailun, M.Ed.
Pembimbing Pendamping	:	

Judul Proposal Penelitian

An Analysis of Students' Speaking for Formal Setting at English Sytudy Program of FKIP UIR

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui/Direvisi/ dirubah judul baru

Students' Speaking formal Setting at English Study Program of FKIP UIR

2. Identifikasi Masalah	:	Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah-
4. Tujuan Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	:	Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dra. Betty Sailun, M.Ed.	Ketua/ Pembimbing Utama	1.
	Sekretaris/ Pembimbing Pendamping	2. ....
Dr. Rugaiyah, M.Pd.	Anggota	3. ....
Miranti Eka Putri, S.Pd., M.Ed.	Anggota	4. ....
	Anggota	5. ....

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Pekanbaru, ... 2018
Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah. S.Pd., M.Si
NPK. 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
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DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : SEPTIYA YUZA
Tempat/Tgl.Lahir : TANJUNGPINANG / 15 September 1996
NPM : 146311355
Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA *INDONESIAN LANGUAGE*	A-	3.67	2	7.34
IG13002	BASIC ENGLISH GRAMMAR *BASIC ENGLISH GRAMMAR*	A-	3.67	3	11.01
IG3004	BASIC READING *BASIC READING*	A-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING *INTERPRETATIVE LISTENING*	C	2	3	6
FK12001	LANDASAN PENDIDIKAN *INTRODUCTION OF EDUCATION*	A-	3.67	2	7.34
BS12001	PENDIDIKAN AGAMA ISLAM *ISLAMIC EDUCATION*	B	3	2	6
MKU601102B	PENDIDIKAN PANCASILA *PANCASILA EDUCATION*	B+	3.33	2	6.66
IG13001	PRONOUNCIATION PRACTICE *PRONUNCIATION PRACTICE*	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION *SPEAKING FOR EVERYDAY COMMUNICATION*	B+	3.33	3	9.99
IG23010	ACADEMIC LISTENING *ACADEMIC LISTENING*	A-	3.67	3	11.01
MKU601204	AL ISLAM 1 (FIKIH IBADAH) *AL ISLAM 1 (FIQIH IBADAH)*	A	4	2	8
IG23012	BELAJAR DAN PEMBELAJARAN *TEACHING AND LEARNING ENGLISH*	B+	3.33	3	9.99
IG22009	EXTENSIVE READING *EXTENSIVE READING*	A-	3.67	2	7.34
FK22004	ILMU KEALAMAN *NATURAL SCIENCES*	A	4	2	8
IG23007	INTERMEDIATE GRAMMAR *INTERMEDIATE GRAMMAR*	A-	3.67	3	11.01
IG23006	PARAGRAPH WRITING *PARAGRAPH WRITING*	A	4	3	12
MKU601205	PENDIDIKAN KEWARGANEGARAAN *CITIZENSHIP*	B+	3.33	2	6.66
IG22008	SPEAKING FOR GROUP ACTIVITIES *SPEAKING FOR GROUP ACTIVITIES*	B+	3.33	2	6.66
IG22011	VOCABULARY IN CONTEXT *VOCABULARY IN CONTEXT*	A-	3.67	2	7.34
IG33016	ACADEMIC READING *ACADEMIC READING*	B+	3.33	3	9.99
IG33013	ADVANCED GRAMMAR *ADVANCED GRAMMAR*	B	3	3	9
MKU602309	AL ISLAM 2 (FIKIH MU`AMALAT) *AL-ISLAM 2 (FIQH MUAMALAH)*	C+	2.33	2	4.66

Code	Course	Grade	Value	Credits	Total
IG32018	ENGLISH PHONETICS AND PHONOLOGY *ENGLISH PHONETICS AND PHONOLOGY*	B-	2.67	2	5.34
IG23012	ESSAY WRITTING *ESSAY WRITTING*	B+	3.33	3	9.99
IG32018	INTRODUCTION TO JOURNALISM *INTRODUCTION TO JOURNALISM*	A	4	2	8
IG32017	INTRODUCTION TO LINGUISTICS *INTRODUCTION TO LINGUISTICS*	B-	2.67	2	5.34
FK32006	KURIKULUM DAN PEMBELAJARAN *CURRICULUM AND LEARNING*	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISTION *SECOND LANGUAGE ACQUISTION*	A	4	2	8
IG33014	SPEAKING FOR FORMAL SETTING *SPEAKING FOR FORMAL SETTING*	B	3	3	9
IG43023	ACADEMIC WRITING *ACADEMIC WRITING*	A-	3.67	3	11.01
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) *AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)*	C	2	2	4
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING *ASSESMENT IN ENGLISH LANGUAGE TEACHING*	B	3	2	6
IG42031	BUSINESS CORRESPONDENCE *BUSINESS CORRESPONDENCE*	B	3	2	6
IG42025	CROSS CULTURAL UNDERSTANDING *CROSS CULTURAL UNDERSTANDING*	B-	2.67	2	5.34
IG42024	ENGLISH MORPHOLOGY *ENGLISH MORPHOLOGY*	B	3	2	6
IG42026	ENGLISH SYNTAX *ENGLISH SYNTAX*	B-	2.67	2	5.34
BS42010	ETIKA DAN PROFESI PENDIDIKAN *ETIC AND EDUCATIONAL PROFESSION*	B+	3.33	2	6.66
IG42028	NEWS AND REPORT WRITING *NEWS AND REPORT WRITING*	A-	3.67	2	7.34
BS42009	PENGELOLAAN PENDIDIKAN *MANAGEMENT OF EDUCATION*	A	4	2	8
FK42008	PSIKOLOGI PENDIDIKAN *EDUCATIONAL PSYCHOLOGY*	A-	3.67	2	7.34
IG52035	DISCOURSE ANALYSIS *DISCOURSE ANALYSIS*	B	3	2	6
IG52037	EDITING *EDITING*	B+	3.33	2	6.66
IG52033	ENGL.FOR YOUNG LEARNERS *ENGL.FOR YOUNG LEARNERS*	A-	3.67	2	7.34
IG52040	ENGLISH FOR OFFICE *ENGLISH FOR OFFICE*	A	4	2	8
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG *EVALUATION AND LEARNING ACHIEVEMENT*	A	4	3	12
BS52011	FILSAFAT PENDIDIKAN ISLAM *PHILOSOPHY OF ISLAMIC EDUCATION*	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE *INTRODUCTION TO LITERATURE*	A-	3.67	2	7.34
IG52036	LINGUISTICS AND LITERARY RESEARCH *LINGUISTICS AND LITERARY RESEARCH*	C	2	2	4
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG *TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION*	A	4	2	8
IG52034	SEMANTICS *SEMANTICS*	A-	3.67	2	7.34
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG *STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH*	B-	2.67	3	8.01
BS62014	BIMBINGAN DAN KONSELING *GUIDANCE AND COUNSELING*	B+	3.33	2	6.66

IG62045	ENGLISH FOR SPECIFIC PURPOSE *ENGLISH FOR SPECIFIC PURPOSE*	A-	3.67	2	7.34
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN *ENTREPRENEURSHIP EDUCATION*	A-	3.67	2	7.34
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS *RESEARCH ON LANGUAGE TEACHING*	B+	3.33	3	9.99
IG62046	PSYCHOLINGUISTICS *PSYCHOLINGUISTICS*	B+	3.33	2	6.66
IG62048	SOCIOLINGNISTICS *SOCIOLINGUISTICS*	A	4	2	8
FK63012	STATISTIK PENDIDIKAN *EDUCATIONAL STATISTICS*	A	4	3	12
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) *TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)*	B	3	2	6
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS *THEORY AND PRACTICE MICRO TEACHING OF EDUCATION*	A	4	3	12
IG63047	TRANSLATION *TRANSLATION*	A	4	3	12
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) *EDUCATION FIELD AND PRACTICE*	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS *SEMINAR OF ENGLISH EDUCATION*	A-	3.67	2	7.34
BS86016	THESIS *THESIS*	A-	3.67	6	22.02
		Jumlah		154	526.75
		IPK		3.42	
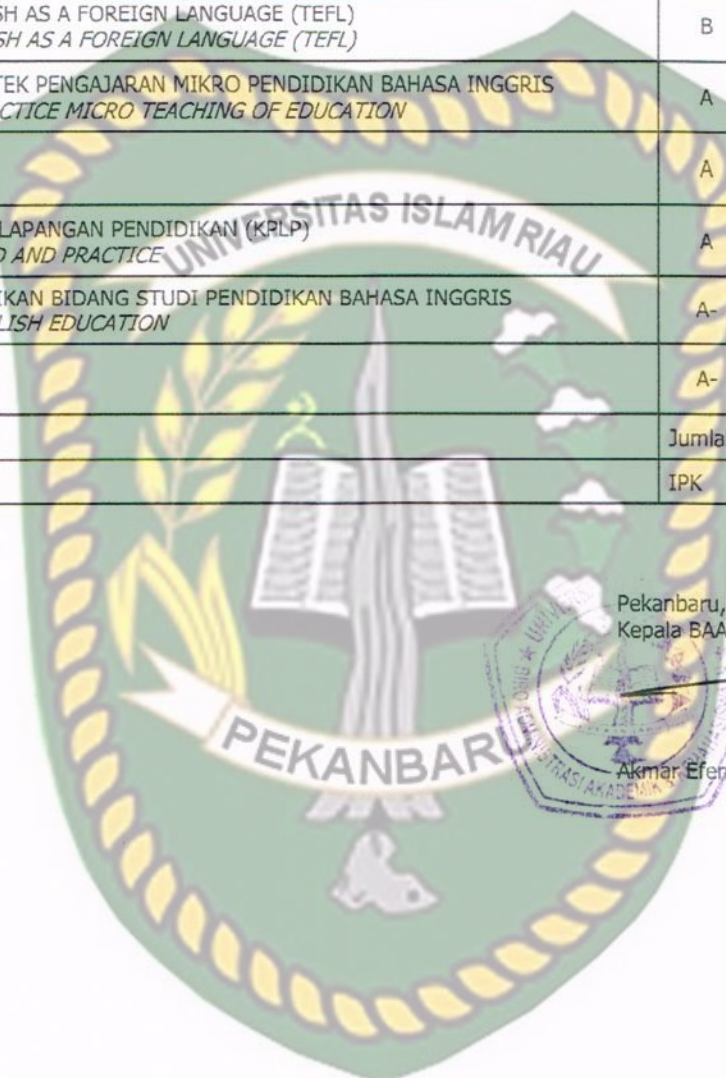
Pekanbaru, 09 Mei 2019
Kepala BAAK,

Akmar Efendi, S.Kom, M.Kom

ABSTRAK

Septiya Yuza. 2019. *Students' Speaking For Formal Setting at English Study Program of FKIP UIR*. **Thesis. Pekanbaru: English Study Program, Education and Teacher Training Faculty, Islamic University of Riau.**

Kata kunci: Kemampuan Berbicara, Komponen Berbicara, Kualitatif Deskriptif

Berbicara adalah proses interaktif untuk membangun makna yang melibatkan produksi dan penerimaan dan pemrosesan informasi. Peneliti fokus pada komponen berbicara. Berbicara berarti cara seseorang berbicara dalam situasi formal kepada audiens. Penelitian ini mengeksplorasi komponen berbicara dalam pidato siswa. Tujuan dari penelitian ini adalah untuk mengetahui masalah siswa dalam berbicara untuk pengaturan formal di Departemen Bahasa Inggris FKIP UIR.

Metodologi penelitian ini adalah penelitian kualitatif. Sumber data dalam penelitian ini adalah dari video berbicara siswa untuk kinerja pengaturan formal selama berbicara untuk kelas pengaturan formal. Instrumen penelitian ini adalah dokumentasi dan wawancara.

Penelitian ini menjelaskan komponen berbicara yang digunakan oleh dua puluh siswa ketika mereka berbicara. Untuk tata bahasa mendapat nilai 60, untuk kosa kata mendapat nilai 66, untuk pemahaman mendapat skor 58, untuk kelancaran mendapat skor 49, dan untuk pengucapan mendapat nilai 57. Jadi, masalah yang paling dihadapi siswa dalam berbicara adalah kelancaran.

ABSTRACT

Septiya Yuza. 2019. *Students' Speaking For Formal Setting at English Study Program of FKIP UIR*. **Thesis. Pekanbaru: English Study Program, Education and Teacher Training Faculty, Islamic University of Riau.**

Keywords: Speaking ability, Component of Speaking, Descriptive Qualitative

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The researcher focused in the component of speaking. Speech mean the way of someone speaking in formal situation to audience. This research is exploring the component of speaking in student speech. The objectives of this research was to find out the students' problems in speaking for formal setting at English Department of FKIP UIR.

The methodology of this research was qualitative research. The source of the data in this research was from video of students' speaking for formal setting performance during speaking for formal setting class. The instrument of this research was documentation and interview.

This research describes the component of speaking that is used of twenty students when they are speech. For grammar got 60 score, for vocabulary got 66 score, for comprehension got 58 score, for fluency got 49 score, and for pronunciation got 57 score. So, the most problem that student face in speaking was fluency.
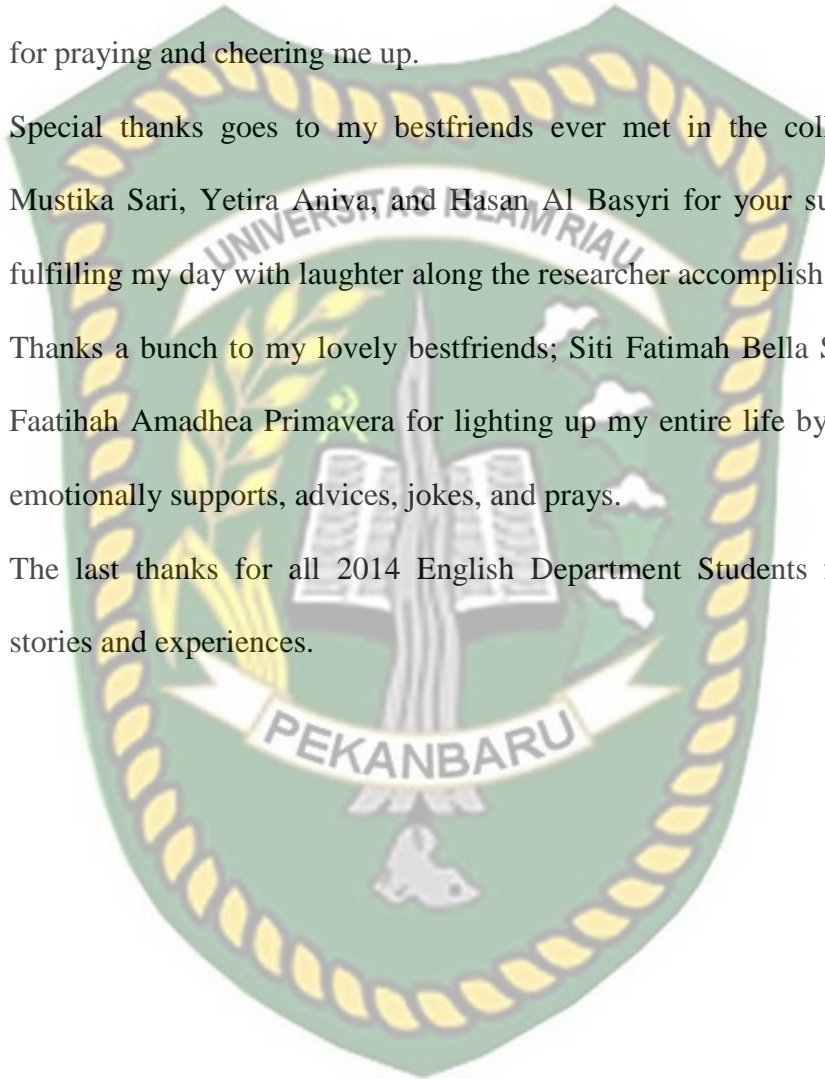
ACKNOWLEDGEMENT

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Pekanbaru, 05th March 2019

The Researcher,

SEPTIYA YUZA

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is the most important skill of four language skills to master. As human being, human learn to listen and speak first before learn to writing. People speak to tell other about their ideas, wishes, intentions, or needs. It necessary for use this skill if they want to express everything in their mind. Good personal capability in speaking will give good impact on the success of any exchange. The misunderstanding in speaking or convey idea will give bad response in society because as social creature human need to do interact each other. In other words, the correct way of speaking will certainly create the success of interaction among people.

As second language learner, speaking mastery is a measurement of successful in learning language. It will help learners to dig more English knowledge and easier for them to get English certificate that automatically give better prospect in finding job. In speaking, students need to master some components of speaking such as vocabulary, pronunciation, grammar, fluency and comprehension.

As English Foreign Learners in Indonesia, they need to mastery components of speaking in order to be a good speaker. However, it is not easy to master all of the components speaking. Sometimes, the students get the point of conversation, understand the meaning of sentences, know about grammatically structure and function, but in reality they are still facing difficulties in speaking.

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This case also occurred in English Department students of FKIP UIR PEKANBARU.

There are some problems faces by students in Speaking for Formal Setting such as students are afraid and they are not confident to speak in front of class or public, grammar error, limited vocabularies, limited time to practice, often mistakes in pronunciation, making frequent pauses and thinking much of suitable correct words to use and it cause less fluently in speaking. Those problems obviously influenced in mastering five major components in speaking mastery.

Students' speaking difficulties need to solve in order to get good performance in speaking. It can be solved by giving the students' a lot of chance in practice speaking not only in classroom but also out of classroom too. Besides, speaking practice should be interesting to attract students in speaking. Through appropriate technique, the speaking class surely more enjoyable and it help to increasing students' speaking ability.

There are some techniques such as debate, speech, discussion, and role play included in English for Formal Setting syllabus. English Department Students of FKIP UIR, learn about English for Formal Setting at the third semester. In this semester, students learn how to speak in formal setting to present best performance of speaking in correct way especially in debate and speech. The students will divide into several groups in debate to discuss about some topics and bravely convey their agreement or disagreement (pro and contra) to the topic, then other group will give some reasons to defence their opinions. In speech, the

students will choose one interesting topic and present speech performance individually in front of class.

In speaking, there are formal and casual ways. Speech is included to formal way that generally used in formal situation, where there is the least amount of shared background and the communication in this style is largely one way with little or no feedback from the audience, for example, in graduation ceremony which typically used in speaking to medium or large groups.

Researcher wants analyse on speech as one technique in speaking for formal setting in class because speech is presenting valuable learning activity to convey critical thinking. In speech performance, the speaker will convey the idea and the listeners will collect information from speaker. Speech performance gives more responsibility for students to learning and understanding the specific detail of topic and they give individually performance. The analysis of processing data will be easier since it is only focus to individually speaker.

Through the observation of speaking problems in English Department, researcher will get information about student speaking average ability especially in speech during learning process even they through many speaking problems.

Based on the explanation above, the researcher excited in doing research entitled: *"STUDENTS' SPEAKING FOR FORMAL SETTING AT ENGLISH STUDY PROGRAM OF FKIP UIR"*

1.2 Identification of the Problem

Based on identification of problems above, the problems can be setting as follows:

First, many students are afraid of their mistakes when they are speaking because they have limited vocabulary. Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Student need to have a lot of vocabulary to convey appropriate word depending on context and situation. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

Second, it is difficult to pronounce correct words because in speaking they need to combine the words spontaneously. In pronunciation, they need to imitate the native speaker in order to produce sound as natural as native speaker. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.

Third, students have misunderstanding in receiving information that influence to their comprehension in listening and gathering information. In speaking,

students have to understand about speaker's utterances then give some appropriate responds depend on the topic of conversation.

Fourth, the students are often forget about grammatical and just speak randomly, as English learner students, they should aware to this point to ensure the information can be receive well by educated listeners. The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

Last, in fluency, the students always do some pauses to think about appropriate words to convey. It is hard for students to speak spontaneously at same time. This situation will waste the time and make many pauses that influenced their fluency in speaking. In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language.

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1.3 Focus of the Problem

Based on explanation above, the problems can be identify; the students have limited vocabulary, limited time to practice, lack of knowledge, not interesting in speaking, grammar error, making frequent pauses, wrong pronunciation, and hard to convey their idea fluently.

1.4 Research Question

Based on the background of the limitation of research above, this research formulate as:

What are the students' problems in speaking for formal setting of the third semester students in English Department of FKIP UIR?

1.5 Objective of the Research

To find out the students' problems in speaking for formal setting at English Department of FKIP UIR.

1.6 Significance of the Research

Through this study, the researcher expects that the result of this analysis can be useful not only for the researcher but also for readers who need the information about the students' speaking problems based on the method used by researcher. The researcher also expects that this research will give more information about speaking problems in formal setting especially in speech.

1.7 Definition of the Key Terms

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2004). In this study, the researcher is focus to speaking skill to be research.

2. Ability means skill which is acquired or natural capacity or talent that enables an individual to do something. In this research ability means the skill of students in speaking.

3. Speech is formal talk given to audience (Hornby:1987). In this research speech mean the way of someone speaking in formal situation to audience.
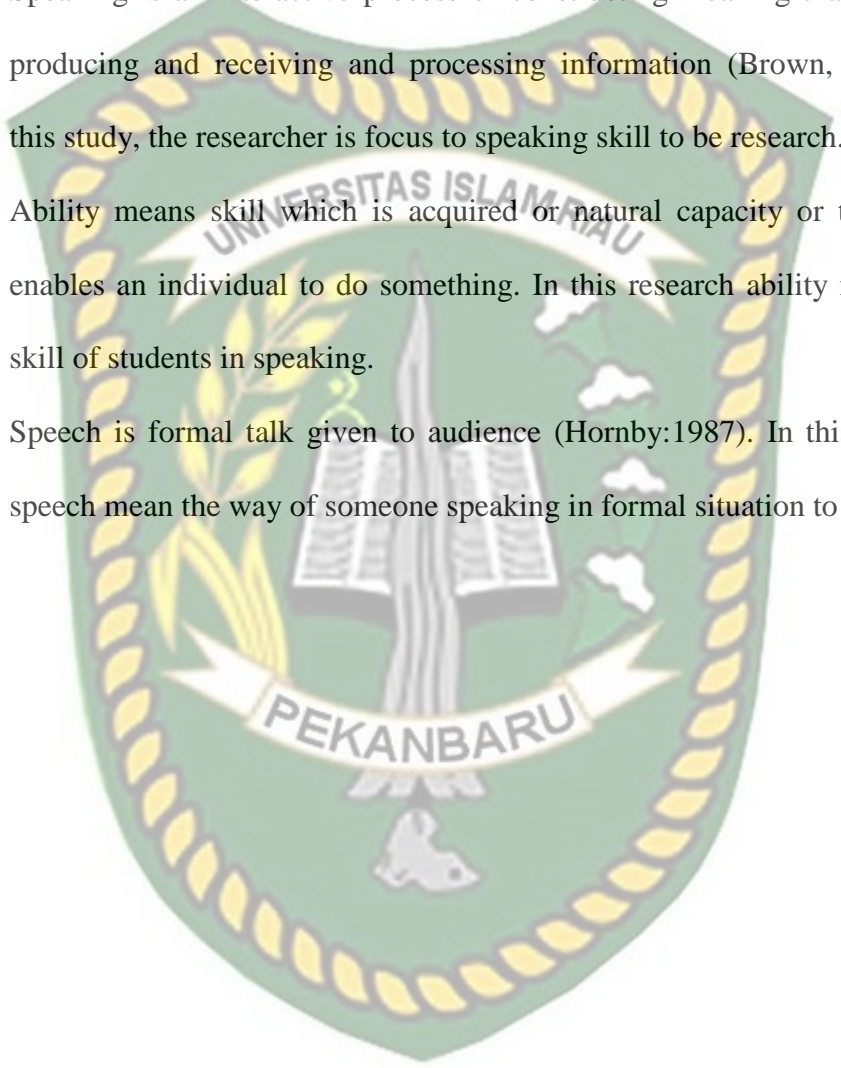
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Concept of Speaking

The aim of learning a language is to be able to communicate with other fluently and communicatively in listening, reading and writing as well. Student should be trained to speak English and learn to communicate with the other. Each people need to make contact or communication for sharing information with the others peoples around the world.

The purpose why people learn the language and speaking, because it is one of media for people to express their idea, ability, knowledge, or anything in their mind to other. Widdowsom, 1996:30 says that speaking is an active productive skill. In speaking, the ability to create the sentence in highly needed because oral communication takes place when someone make sentence to perform a validity of different act of an essential social nature. Morris, 1980:24 states that language is basis oral communication between members of community in which language is used.

Through speaking activity, the students can communicate each other. They can understand what the other is talking about. They will know they aim of speaking. In brief, speaking is a kill and also the medium of communication to express human being through as well as a form of social behaviour. It is an active

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productive skill improving a complex mental and physical action of the speakers when produce it.

Additionally, speaking is a vehicle to link individuals to society. Exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues.

According to Hybel, 2001:45, speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and style-anything that adds meaning to message.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching learning methodologies.

According to Ur (2000) speaking seems the most important skill among four skills and people who have knowledge about language are called speakers of the language. As human being, it is clearly human learn to speak first, then after it they will learn to write in school.

Speaking is the ability to express our ideas, feeling, thought, and need orally (Hornby, 1987). Many people believe that "speaking skill" is an important aspect to master in learning foreign language. The measurement of successful in learning foreign language is when the learners show good performance in speaking.

Besides, most of people learn language to be able in speaking in order to be more attractive and communicative.

Nunan (2003) speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. This means speaking has crucial part of communication.

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. In other words, through speaking someone get easier to convey their idea in written and spoken depend on situation.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. It is form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Finocchiaro (1974) also convince that all normal human beings are able to speak and no tribe is found without an oral language. In other word, it is prove that oral language or speaking is one of language skill that surely used by every normal human beings. Speaking ability cannot be separated from human because as social creatures people could not live alone and always need to do interaction each other.

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. It means in

learning language people need to practice it in all condition at formal or non-formal setting.

Collie and Slater (2005) express Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.

Based on the explanations from some experts above, the researcher conclude that speaking is the capability of human to producing and receiving information in oral way in order to do interaction each other depend on the situation and who is the target of information.

2.1.1.1 The Importance of Speaking Skill

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally. Gatenby, 1972:76 argues that what is essential in learning a language is that the language being studied should be, as far as possible, the sole medium of communication in any given environment. This implies that whenever communication takes place, it must belong to a certain language. To make clear about the nature of speaking, the researcher refer to definition of speaking itself. Speaking refers to the act of expressing think ideas and feelings by using audible symbol or visible bodily action so that the researcher can expect listeners to understand the meaning of the message that the researcher convey.

Richard in Nunan, 1999: 56 provides characteristics of communicative competence including knowledge of grammar and vocabulary of the language, knowledge of rules of speaking, for example knowing how to begin and end conversations knowing what topics that can the researcher talk about in different types of speech events, knowing which address forms should be used with different persons once speak to and in different situations, knowledge of how to use and respond to different types of speech acts such as request, apologies, thank and invitations, knowledge of how to use language appropriately. By communicative learning the students should first make an account or, make a conscious effort considering what the purpose of their peaking is, what to be discussed, and who would be their listeners, because in communicative learning. The researcher will be working group of course.

The basic assumption any oral interaction is that the speakers want to communicate ideas, feelings, attitudes, and information to the listeners. Rivers, 1981:189, states that through speaking one express emotion, communicates intention, reacts to other persons and situations, and influences other human being. Speaking is, then, to be a tool in everyday life to deliver intention. Lado, 1964:7 argues that with recent emphasis on the spoken word, the ability to speak the language has become a dominant requirement. People always convey the sense of exposing the students to express their thoughts, ideas, and feelings. It is considered important in terms of the teaching of language, since it can bring the students to think creatively and through speaking the researcher can express what the researcher are thinking about.

Language function as communication media and speaking is the primary media of language. Speaking is existed long time before writing system come into history of human being. Moreover, in daily life children learn speaking first at home before they learn reading and writing in school. So, speaking take important part in human's life.

There are four language skills; listening, speaking, reading and writing. Listening takes the first step because before human start to speak, they will hear other talk to them first. Communication need to be a two-way activity. It is means the people in conversation can get a point about other people talking about. Sometimes they can understand what someone talking about, but they are not able to speak or convey idea that stuck in their mind, and then the communication cannot be continue or better to stop in order to avoid misunderstanding. Mead and Rubin (1985) in Yanti (2017) states that speaking is an interactive process which an individual alternately takes the role of speaker and listener, and which includes both verbal and nonverbal components.

In learning language, listening and reading are the process of reserving and understanding information, meanwhile speaking and writing are the process of expressing or conveying the idea. Language will become meaningless without the right way of understanding and expressing. The way of people speaking and writing reflect to their capability of thinking in receiving knowledge. The major goal of language teaching is to develop students' ability in to communication in form of spoken and written. In this case, speaking is often using than writing.

2.1.1.2 The Elements of Speaking

Speaking ability is crucial part for foreign students to expressing their ideas and opinions. Consequently, the students need to be good in learning of language. According to (Harmer, 2001:269) speakers should be competent in the speaking skill, which contains 4 points:

a. Connected speech is the sounds that modifying when people producing the utterances in speaking which includes modifying, omitting, adding, weakening (through contraction and stress patterning).

b. Expressive devices are the stress, volume, and speed in utterances to convey the truth feeling of speaker. When using these devices the speaker is able to expressing more about what speaker feeling.

c. Grammar and lexis. In this life there are many different ways and situations, foreign learner need to understand grammar function in order to have good performance in speaking to choose appropriate sentence or phrase depend on the context of time and situation.

d. Negotiation language is the speech clarification to clarify and to show of what a speaker means if the listener is not understand or hear clearly about what speaker talking about. It is necessary to have an appropriate language of how to clarify to avoid misunderstanding between the speaker and the listener.

In addition Harmer (2001:271) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are

mental/social processing and the rapid processing skill that involves language processing, interaction, and information processing;

a. Language processing - speaker needs to be able to process language in their mind and convey it into right way and situation.

b. Interaction – speaker is able to involve interaction with one or more participants. It is include how the speaker listen depend on the participant feeling or condition.

c. Information processing – how speaker has capability in response to others' feelings and the speaker need to take a time in processing the all information

Based on the explanations above, the researcher concludes that the understanding all of speaking elements are important. The good speaker should be able to use the four elements of speaking such as; intonation, expression, grammar structure and speech clarification to avoid misunderstanding. Also, the speaker should mastering how to processing language and information in order to use it appropriately depending on condition and situation in order to have good performance in speaking.

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2.1.1.3 The Components of Speaking

According to Brown (2004:140) there are five components of speaking skill, which are:

2.1.1.3.1 Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes, and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand, Gerard, 2007:5.

From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

Thornbury, 2005: 128-129 argues that pronunciation refers to the students' ability to produce comprehensible utterances to fulfil the task requirements. Harmer, 2001: 28-33 provides more issues related to pronunciation. The expert suggests pitch, intonation, individual sounds, sounds and spelling and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

Leo (2013:37) defines that pronunciation is a way in which a particular word is pronounced. In other word, pronunciation is how the words are pronouncing correctly.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2.1.1.3.2 Vocabulary

Vocabulary is the one of the important aspect that supports speaking activity. It deals with the right and appropriate words, Penny Ur, 1997:60. It seems that vocabulary plays on important role in speaking skill. According to Nunan, 1991:296, vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary the researcher will be unable to use the structures and the function that the researcher has learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

One cannot communicative effectively or express their ideas both oral and written from if the researcher does not have sufficient vocabulary. Without grammar is very little can be conveyed, without vocabulary nothing can be conveyed, Willid in Mora, 2007:5.

So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Thornbury, 2005:22 suggests three usual things used by speakers in what they are being said :

a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

c) A speech also usually employs deictic language, for example words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

According to Hornby (2002) vocabulary is the list of word that people use when they are talking about particular subject. It is means that vocabulary is used as a word in conversation, it has meaning and people used it in speaking depend on context.

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will

be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3).

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

2.1.1.3.3 Grammar

Warrner, 1958:4 believes that communication in speaking runs smoothly if it grammar can be understand. Therefore, speakers must be aware of the grammar that they use in speaking. Bowen, 1958:161 states that grammar is the rule by which we put together meaningful and part of words of language to communicate message that are comprehensible. According to Nunan, 1991:296, grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be place. We must be acquainted with certain principles and rules constitute what is collected grammar.

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton, 1978:5 that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Brown, 2001:362 states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

      a. Who the speaker is

      b. Who the audience is

      c. Where the communication takes place

d. What communication takes place before and after a sentence in question

e. Implied versus Literal Meaning

f. Styles and Registers

g. The alternative forms among which a produce can choose

Written Grammar	Spoken Grammar
• Sentence is the basic unit of construction	• Clause is the basic unit of construction
• Clauses are often embedded (subordination)	• Clauses are usually added (coordination)
• Subject + Verb + Object Construction	• Head + Body + Tail Construction
• Reported speech favoured	• Direct speech favoured
• Precision favoured	• Vagueness tolerated
• Little ellipsis	• A lot of ellipsis
• No question tags	• Many question tags

No performance effects	• Performance effects, including :
	   ➢ Hesitations
	   ➢ Repeats
	   ➢ False stats
	   ➢ Incompletion
	   ➢ Syntactic blends

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Harmer (2001:12) in defines grammar as the description of the way in which words can change their forms and can be combined into sentence in the language. In speaking, speaker need pay attention to the forms of grammar and speak grammatically based on grammatical rules.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental

principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

2.1.1.3.4 Fluency

Speaking is an activity if reproducing world orally. It seems that there is a process of exchanging ideas between a speaker and listener. Fluency is ability to use language spontaneous and confidence and without undue pause and hesitation. Longman, 1978:424 states that fluency is the quality or condition of being fluent. It is the ability to use the language spontaneously and confidently and without undue pause and hesitation.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" and "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. fluency means the capability of someone speaks fluently and accurately with little pauses like "ums" and "ers".

Lado, 1961:240 points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

Thornbury, 2005:8 states that people can be said as fluent speakers if they fulfil the following features :

    a. Pauses may be long out not frequent

    b. Pauses are usually filled

    c. Pauses occur at meaningful transition points

    d. There are long runs of syllables and words between pauses.

Fluency is when someone or person is able to speak language easily, running smoothly and sounds well. Nunan in Kayi (2006:1) states that fluency is the way of person use language quickly and confidently in speaking.

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

2.1.1.3.5 Comprehension

It indicates, since the students understand each other in speaking it means that they have been fluent. Yoakam, 1955:63 says that comprehension is a complex which involves the mental processes of recognition or association of meaning, evaluation of suggested meanings, selection of the correct meaning and

generalization based on the meanings of details involved in a context. Some researchers will add the anticipation of meaning to this complex.

It seems tell us that comprehension is something we know, understand, and recognize a context without thinking it much. In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand when, why, and in what ways to produce the language.

Comprehension is the ability in understanding meaning or the purpose of words that the listener receive from the speaker, and after receive some information, the receiver is able to respond it. Oxford Dictionary (2008:86) defines comprehension is ability to understand a language.

Based on some explanations above the researcher concludes that as English foreign learners, the students need pay attention to those speaking components. It is crucial to know a lot of vocabularies, good when pronunciation, speak grammatically, fluently in convey the idea and understanding about the sentences that speaker want to convey or the sentences that speaker receive. When the speaker is mastering all point of the speaking components, surely it will be easy and build speaker's confidence in speaking.

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial

instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaking.

2.1.2   The Concept of Speech

While speech research is focused on aspects with a linguistic function, speech conveys necessarily also several kinds of paralinguistic information; expressive (attitudes and emotions) and organic (reflecting the speaker's age, sex). In addition, there is perspectives information. There are no absolute acoustic or optic properties of speech that convey any one of these kinds of information invariantly. The interplay can be understand if speech is considered as voice modulated by speech gestures. This formalized in the modulation theory, which is a new and comprehensive theory of speech. It requires listeners to tune in to a speech signal and to evaluate the deviations of its properties from those expected of a linguistically neutral vocalization with the same paralinguistic quality.

Most organic and much expensive information is conveyed in the properties of the carrier, but expressive factors affect also amplitude and rate of linguistic modulations. The theory also describes the neutral linkage between perceptual demodulation and speech motor control that is required for speech acquisition (an

imitative behaviour) and realized by echo neurons in the human brain. The imitation of bodily postures and gestures requires analogous structures evidenced in mirror neurons. It remains yet to gain a better understanding of variation in speaking rate and to incorporate audio visual integration in to this framework, which also needs to be made more widely known.

Speech is formal talk given to audience (Hornby:1987). In other words, speech means the way of someone speaking in formal situation to audience. In learning English, students uses two way of speaking: formal and non-formal speech. When speaking in formal condition, students need to concern to their speech based on speaking elements not only speak randomly to get audience attention but also deliver speech correctly.

According to Nikitina (2011:13) there are three kinds of speech that influence someone speech performance to be more brave and confident. Three kinds of speech as follows:

1. Impromptu Speech - a talk that speakers give on the spot spontaneously with no preparation. The speech could be as professional as a project update or as casual as a toast at a wedding. Either way, speakers are expected to say something smart, witty and charming with jokes inside. In speaking class, students sometimes need to speak spontaneously to give more explanation about the topic correlated to the text or passage that they had read before.

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2. Manuscript Speech - speaker reads pre-written speech word by word to an audience. The speaker makes the entire speech by referring to the printed document, or as seen on the teleprompter. It is basically an easy method of oral communication.

3. Extemporaneous Speech - involves the speaker to use of notes and some embellishment to deliver a speech. To clear this up, a speaker who uses this method would have note cards or prompts that will guide from point to point.

In English speaking class, students are combined that three kinds of speech. They usually try to find out interesting topic, then write it on piece of paper, memorize it, then present it in their own way. Bring notes or piece of paper is allowed as reminder if they suddenly forget about next words to convey.

2.1.2.1 Theory of Speech

The speech includes speaking skills. According Rakhmad, 2011 in Dian Nita, 2012:2 in Yasri, 2013:9 mentions three goals speeches, namely informative speech, persuasive speech, re recreational and speech. In line with this, Borman, 1989 also sets out three goals speeches, the informative speech, argumentative speech, and persuasive speeches. Based on these two opinions can be summed up four goals speech, that speech argumentative, persuasive speech, informative speech, re recreational speech and speech. a text of the speech has structural or systematic. Siregar, 1990 states that the systematic of speech include;

1) Greeting,

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2) The instruction,

3) Materials (content) speech,

4) Conclusion,

5) Cover

In line with this opinion, Arsjad and Mukti, 1991 states, roughly speaking systematic are as follows:

1) The opening salutation and greeting the audience,

2) Convey introduction,

3) Delivers this speech,

4) Convey the conclusion of the speech,

5) Expressed hope, and

6) Closing greeting

Speech delivered by the speaker to be understand by the listener. The language used by the speaker to the listener to be clear to avoid any misunderstanding between them. This is done so that the message received speaker to the listener. Rakhmad, 2011 states, a lot of how to prepare a speech message, but everything should be based on the three principles of composition, the unity, coherence, and gravity.

2.1.2.2 Types of Speech

Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understands (William penn, 1644-

1718). Whatever you reason for speaking, this chapter will help you understand and achieve your goals on any speaking occasion.

As William penn wisely remarked, the primary goal of any speech is to be understand, not to impress the audience with eloquence. There are secondary goals to one's speech, beyond simple communication. Your secondary goal might be to teach the audience a new skill, or you might want to persuade the audience that one type of toothpaste is better than another, or you might simply want to entertain with arm and funny stories of the bride and groom.

Whatever you speech occasion may be, you will have two goals in mind before you even begin. The first goal is firm and fixed- to communicate and be understand- while the second goal will determine type of speech you write. There are probably as many types of speech as there are speeches given in the sense that every speech is unique, but we can categorize most speeches into four groups as follows;

1. Informative Speech

Informative speaking offers you can opportunity to practice your research, writing, organizing, and speaking skill. You will learn how to discover and present information clearly. If you take the time to thoroughly research and understand your topic, to create a clearly organized speech and practice an enthusiastic, dynamic style of delivery, you can be an effective teacher during your informative

speech. Finally, you will get a chance to practice a type of speaking you will undoubtedly use later in your professional career.

2. Persuasive Speech

    The persuasive speech has the purpose to make the audience do a certain act. In doing this, the speaker will demolish the objections the audience politely. After that, the speaker must prove the audience that the argument the researcher emphasizes is acceptable. Finally, the speaker should impress the audience and convinced those receptive in the action from the audience.

3. Demonstrative Speech

    The demonstrative speech is closely related to the informative speech because it centers on providing your audience with information. The main difference; however is that the demonstrative speech is a how to lecture. Rather than passing on raw information to your listener, you are teaching them some very practical skills.

    The best way to prepare a demonstrative speech is to ask your selves how and why question, how does a computer work?, why does ice float?, why does electricity have positive and negative forces?. You would then answer those questions through a practical demonstration.

    For example, if you wanted to explain how a computer works, you have probably want to use a real life computer to demonstrate you

have also want visual aids, such as charts or diagrams, which explain the processes that cannot be seen easily by the audience.

The key to a demonstrative speech is to focus on practical application, not on abstract facts and statistics. Your goal is to teach the audience how to, not to tell what is-how to bake a chocolate cake, not what is a chocolate cake.

4. Argumentative Speech

The argumentative speech has the purpose to appeal to the intellect of the audience or listeners, so that speaker can be able to win them over the speaker's side. It can be done using the force of logical interference and sound reasoning. The argumentation speech further aims to persuade the audience to be able to assert the plausibility of a debatable question in the speaker side.

The purpose of the informative speech is to provide interesting, useful, and unique information to your audience. By dedicating you self to the goals of providing information and appealing to your audience, you can take a positive step toward succeeding in your efforts as an informative speaker.

2.2 Relevance Studies

The research of speaking performance has done before by many researchers. It shows that speaking performance is an interesting object to be

studied. In this opportunity, the researcher would like to review the previous study:

First, research was done by Lusi Vera Sastra (2014) entitled Grammatical Error Analysis on the Spontaneous Speech Produced by Students of English. This research aims, first, to identify the types of errors and second, to find the most frequent error in the students' speech produced by the seventh semester students of English Study Program of Universitas Brawijaya. This research was designed by using descriptive qualitative approach and document analysis to answer the problem of the study.

The data were collected from the transcript of thirty students' speech which contains errors produced by the seventh semester students of Study Program of English Universias Brawijaya. In collecting the data, the researcher selected the participants who got good grade minimum B and above in their structure class and then asked them to give spontaneous speech in limited time minimally one minute with the topics that have given by the researcher. The researcher analyzed the data by using the theory of Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982).

The results of this research showed that the students made some types of errors when they produce their speech. Those errors are omission (37%), addition (27%), misformation (35%) and misordering (1%). Omission was divided into five types, addition into six types, misformation into six types and the last is misordering. The researcher suggests the next researchers who want to conduct

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the similar research uses the different object and analyze the errors with other theories. Another suggestion is to use the similar theory but with different object.

Second, research was done by Dea Aries Fitriani entitled A Study on Student's English Speaking Problems in Speaking Performance. This research focuses on student's English speaking problems and the aim of this research is to find out the most dominant problem in speaking performance faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak in their speaking performance.

The research method used in this research is the descriptive method. The writer uses questionnaire and video recording as the tools of data collection. From the questionnaire findings, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak.

Third, Fajar Aminullah observed about The Students' Speaking Performance in Giving Presentation. This study was conducted in analysed the students' speaking performance in giving presentation at the third semester students of English Education Study Program of FKIP Untan Pontianak in academic year 2014/ 2015. The technique used in this research is direct technique

with direct observation of behavior. Tools of data collecting used are rubric, observation sheet and video recorder. The method applied is descriptive study.

Based on the observation result, the data of content aspect showed that 16 students (64%) get 2 score, 7 students (28%) get score between 2.1 – 2.5 and only 2 students (8%) get score 2.6. Then from the result, the data of delivery aspect showed that 11 students (44%) get score between 2.1 – 2.5, 10 students (40%) get score 2, and 4 students (8%) get score 2.6. Based on those result, it can be concluded that the third semester students of English Education Study Program of FKIP Untan Pontianak in academic year 2014/ 2015 especially the students who were in Class B of Speaking for Academic Presentation have moderate abilities of speaking performance in giving presentation.

Third, Meilisa Hartianti analysed about The First Grade Students' Speaking Ability in Asking and Giving Opinion at Junior High School 11 Padang. The purpose of this research was to find out the first grade students' speaking ability in asking & giving opinion at SMPN 11 Padang. The design of this research was descriptive. The population of this research was 224 students of the first grade of SMPN 11 Padang who are registered in 2016/2017 academic year. The researcher used convenience sampling technique in taking the sample. It means the sample was the students who present at the time. The instrument used was speaking test. The coefficient correlation index of the test was 0.85, it means that the test was reliable.

The result of this study showed that the students' speaking ability in asking and giving opinion was high. It was supported by the data that 50%

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students had high ability, in specific, students' ability in expression content is low, it is supported by the data that 97% students had low ability, students ability in appropriate vocabulary is high, it is supported by the data that 100% students' had high ability, students' ability in using grammar is high, it is supported by the data that 57% students had high ability, students' ability in fluency is low, it is supported by the data that 53% students' had low ability and students' ability in pronunciation is low, it is supported by the data that 90% students had low ability.

2.4 Assumption

Based on the previous explanations, the researcher assumes that the third semester students at English Department of FKIP UIR face some problems in speaking for formal setting.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is qualitative ethnographic case study. Gay (2012:7) defines that qualitative research is the collection, analysis, and visual data to gain insights into a particular phenomenon of interest. It means qualitative research describes the way of things based on the facts and stated in statement or words form. Meanwhile, Creswell (2007) defines A case study is an in-depth exploration of a bounded system (activity, event, process or individual) based on extensive data collection.

The approach of this research is qualitative approach that focuses on one variable only: students' speaking for formal setting. In writing qualitative research, the researcher generally uses data from videos, questionnaire and any other sources that can be described. Based on the purpose of the study, this study belongs to a qualitative research because the data are one of social phenomena; speaking ability especially in speech, and the researcher figures out the students' speaking problems through their speech performance.

3.2 Source of Data

Researcher uses sources of data while collecting data to make the research easier and get better result in processing data. Suryana (2010:38) states there are two kind of source data; primer and secondary. The data will collect with some instruments such as questionnaires, interview guideline, observation list, and documentation.

In this research, researcher takes video recorder as source of data. The researcher takes video of students' speaking for formal setting performance during speaking for formal setting class. The result of this test used to know students' speaking problems through analysing their ability in pronunciation, grammar, vocabulary and fluency. Additionally, researcher takes questionnaire and image documentation as evidences of research.

3.2.1 Location and Time of the Research

The research will take place at English Department of FKIP UIR that located at Kaharudin Nasution Street, 113, Marpoyan, Pekanbaru, Riau, Indonesia. The research will conduct from November 2018 until January 2019.

3.2.2 Population and Sample of the Research

The population of this research is the third semester students' at English Department FKIP UIR that will be choose only one class. In this research, researcher chooses 3C Class as sample. The amount of sample is 20 students.

3.2.2.1 Population

Muslich and Maryaeni (2009:39) defines that population is the group of case or target (it can be people or thing) that has relevance characteristic to the problem of research. In this research, the population is the third semester students' at English Department of FKIP UIR.

3.2.2.2 Sample

According to Gay (2012:129) Sample is a group of individuals, items, events or targets that presenting the population. In this research the sample are

some students from 3C class in the third semester at English Department of FKIP UIR. The amount of sample is 20 students.

3.3 Data Collection Technique

In collecting data, the researcher use camera as media to take video recorder during students' speech performance. These are some steps, as follows:

1. The researcher take a sit to record student's speaking performance in formal setting class.

2. The researcher takes video recorder of students' speaking performance.

3. The researcher analyse the data based on video recorder.

4. Then, the researcher chooses the correct criteria and matching it to the students' speaking score based on the scoring table by H. Douglas Brown.

5. The researcher gives and collects questionnaire as additional source data.

3.4 Data Analysis Technique

Researcher uses Brown's criteria (2001:406) in oral proficiency scoring categories to give score in students' speaking performance. The scoring categories as follows:

Table 3.1

Scoring Categories of Oral Proficiency Test

Aspects	Score	Category
	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally to professional needs. Errors in grammar are quite rare
Grammar	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.

Aspects	Score	Category
	5	Speech on all levels is fully accepted by educative native speakers in all features including breadth of

Aspects	Score	Category
		vocabulary and idioms, colloquialism, and pertinent cultural references.
	4	Can understand and participate in any conversations within the range of his experience with a high degree of precision of vocabulary.
Vocabulary	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.

Aspects	Score	Category
	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
Comprehension	2	Can get the gist of most conversations of non-technical subjects (i,e., topics that require no

		specialized knowledge)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

Aspects	Score	Category
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
	4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
Fluency	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introduction and casual conversations about current events, as well as work, family and autobiographical information.
	1	(No specific fluency description. Refer to other four languages areas for implied level of fluency.)

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Aspects	Score	Category
Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

(Adapted from H. Douglas Brown 2001)

After collecting the students' score in their speaking performance, it can divide into several categories as follow:

Table 3.2

Category of Speaking

Proficiency	Category 1	Category 2	Category 3	Category 4	Category 5
Grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1
Comprehension	5	4	3	2	1
Fluency	5	4	3	2	1

Pronunciation	5	4	3	2	1

In order to get valid result of this research, the test is necessary. The purpose of this test is to know the students' speaking problem through the average of students' speaking ability. The researcher checking the grammar, vocabulary, comprehension, fluency and pronunciation through voice recorder and give score to each student. Then, all the total score need to divide as final result.

The researcher applying scoring final formula that adapted from Brown (2001). All the categories divides into five in analysing students' speaking ability, as follow:

$$SA = \frac{G+V+C+F+P}{5}$$

SA   : Student' Speaking ability

G   : Grammar

V   : Vocabulary

C   : Comprehension

F   : Fluency

P   : Pronunciation

Table 3.3

Speaking Classification Level

Classification	Score
Excellent	4.2 – 5.0
Very Good	3.4 – 4.1
Good	2.6 – 3.3

Poor	1.8 – 2.5
Very Poor	1.0 – 1.7

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the research would present the findings the based on the data

obtained from the table. The result were analysed in this chapter but the separated

scores can be seen in the appendixes.

Table 4.1

Students' Speaking Ability Score

No	G	V	C	F	P	Total	Mean	Category
1	3	5	3	2	2	15	3	Good
2	2	4	2	2	3	13	2.6	Good
3	2	3	3	3	2	13	2.6	Good
4	2	3	2	1	3	11	2.2	Poor
5	4	4	3	4	3	18	3.6	Very Good
6	2	3	2	2	2	11	2.2	Poor
7	4	4	3	3	4	18	3.6	Very Good
8	4	4	4	4	4	20	4	Very Good
9	3	3	2	2	2	12	2.4	Poor
10	2	2	2	2	2	10	2	Poor
11	2	2	2	2	2	10	2	Poor
12	4	4	3	5	5	21	4.2	Excellent
13	2	2	2	1	1	8	1.6	Very Poor

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14	2	3	2	1	1	9	1.8	Poor
15	3	2	2	1	1	9	1.8	Poor
16	5	5	4	5	5	24	4.8	Excellent
17	3	2	3	2	5	15	3	Good
18	3	3	2	2	5	15	3	Good
19	5	5	5	4	5	24	4.8	Excellent
20	3	3	2	1	1	10	2	Poor
	60	**66**	**58**	**49**	**57**			

From the data above, the highest component of the speaking was vocabulary. And the lowest component of the speaking was fluency. Its mean that students get problem in speaking is fluency and pronunciation. Because they don't know how to pronounce the word to be good pronounce. About fluency they were get problem too. The students difficult to combining between pronunciation and voice.

When students make speeches, their pronunciation is still a lot wrong. it is due to several factors, such as lack of confidence, nothing to say, fear of looking ugly, nervous, embarrassed.

4.2 Data Analysis

The researcher described the finding of the research question as there 20 participants as a sample in this research. The researcher found so many mistake in students' speaking ability when they speech English in front of the class, although the students have many mistakes in speaking, but the students have many

strenghtness when they speech English. Firstly in speech in front of the class, the students have a good self confidence, they never shy to speech in front of the class.

Table 4.2

The Students' Speaking ability in Grammar

Score	Number of Student	Category
5	3	Excellent
4	4	Very Good
3	7	Good
2	9	Poor
1	0	Very Poor

Table 4.2 showed that 3 students got the highest score of grammar which is 5. Based on the category, they got excellent. It means that their grammar is equivalent to that of an educated native speaker. There were 4 students got 4. From the category, they got very good in grammar. It means that they are able to use the language accurately on all levels normally to professional needs. Errors in grammar are quite rare. The students who got score 3 was 7 students. The category was good. It means that their control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. And there were 9 students got 2. The category was poor. It means that they can

usually handle elementary constructions quite accurately but does not have through or confident control of grammar. There were no students who got 1. The category was very poor. It means that errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak their language.

In grammar components, students get good grades. Because they are only looking for material from the internet. Not the result of their own thinking. Therefore the grammar of their words cannot be judged correctly. Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

Table 4.3

The Students' Speaking Ability in vocabulary

Score	Number of Student	Category
5	4	Excellent
4	5	Very Good
3	8	Good
2	6	Poor
1	0	Very Poor

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According to the table 4.3, we can see that the students' speaking ability in vocabulary have little good understanding because about 5 students were in good score, in other hand, professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. And then, 4 students were in score, it means they in very good categories, choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic. And then, 8 students were in 3 score, it means students fair in vocabulary because they limited in vocabulary to basic personal and survival areas. And they able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that they rarely have to grope for a word. There were 6 students got 2. It means that they have speaking vocabulary sufficient to express himself simply with some circumlocutions. There was student who got 1.

Vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea. Most students seems to have problem with vocabulary mastery. They sometimes used wrong choice, mumbled, and stopped talking.

In the vocabulary component, the error is not too much. Because they are not making sentences in their own words, but they are looking for material on the internet. Therefore the vocabulary of their speech is the choice of words is very good. This makes it very difficult for teachers to assess their abilities in terms of vocabulary.

Table 4.4

The Students' Speaking Ability in Comprehension

Score	Number of Student	Category
5	2	Excellent
4	2	Very Good
3	6	Good
2	13	Poor
1	0	Very Poor

Based on the table above, 2 students were in excellent comprehend the topic or they understand everything in normal educated speech except for very low frequency items, or exceptionally rapid or slurred speech. 2 students were in very good or they understanding careful, somewhat simplified speech when performed in front of the class. There were 6 students who got 4. It means that they can understand any conversation within the range of their experience. There were 13 students who got 2. It means that they can get the gist of most conversations of non-technical subjects, for example topics that require no specialized knowledge. And then there was no student who got 0. It means that the comprehension of student about the content was low.

Table 4.5

The Students' Speaking Ability in Fluency

Score	Number of Student	Category
5	2	Excellent
4	4	Very Good
3	2	Good
2	8	Poor
1	7	Very Poor

The table shows that 8 students were very poor in fluency, or they have made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for words. About 2 students were excellent or they have made speech that was uncompleted.

For the next categories, the researcher found that 7 of 20 students got score 1fluentt. From the observation process the researcher found that most students cannot speak fluently because they are shy and not confident. Also since they use note while speaking. It can be seen that they are not mastering or understanding their own speech or topic very well. But, it seems they more into memorizing. It that understanding it. Therefore, it became so difficult for them to deliver their speech fluently.

Fluency as the quality of being able to speak smoothly and easily. It means that students can speak without any hesitation. Students can speak fluently even though they make errors in pronunciation and grammar. After that, fluency and self-confidence can make the students easier talking English to other.

Table 4.6

The Students' Speaking Ability in Pronunciation

Score	Number of Student	Category
5	6	Excellent
4	2	Very Good
3	3	Good
2	6	Poor
1	6	Very Poor

Table 4.6 showed that 6 students got the highest score of pronunciation which is 5. It was because equivalent to and fully accepted by educated native speaker. And based on category the students who got score 5 was excellent. There were 6 students got the lowest score of pronunciation which is 1. Because errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Because of that the student who got score 1 based on the category they got very poor. It means that the student's speaking ability in pronunciation was same.

Pronunciation as the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

The first problem is accent. Each student has their own tribe and accent. They tend to use their language and accent according to their foreign tribes. And it will be very difficult to remove. Therefore, when they have to speak English, they feel awkward to speak English. They tend to be afraid of being teased by their friends if they speak English. Therefore, their pronunciation in English speech is very bad.

The second problem is stress. Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. In this case, students in speeches find it difficult to cut syllables in each pronunciation of words. They cannot determine when each word should be pressed. They only read and did not determine when dynamics should be used. Therefore, they are not fluent in saying every word one by one. They just read in a flat tone.

The last problem is intonation. Intonation is Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention. The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions. In this case, the

students can using raise-fall, fall-raise of intonation. So, the listener cannot hear clearly. The listener can catch the content of the speech.

To speak with other, everyone must have a good pitch, tone and other to give a good information. The components of speaking are pitch, tone, timbre, and pattern of stress. It can be comprehended that in speaking the students need to consider those smallest things while speaking. And the student have to be able to make sure that tone, timbre, and pitch of their voices are used well during they get speaking activity. Some words or some sentences that is mentioned by the student during speaking process have to be arranged in a good stress, so the student can put the right stress in the right words or sentences.
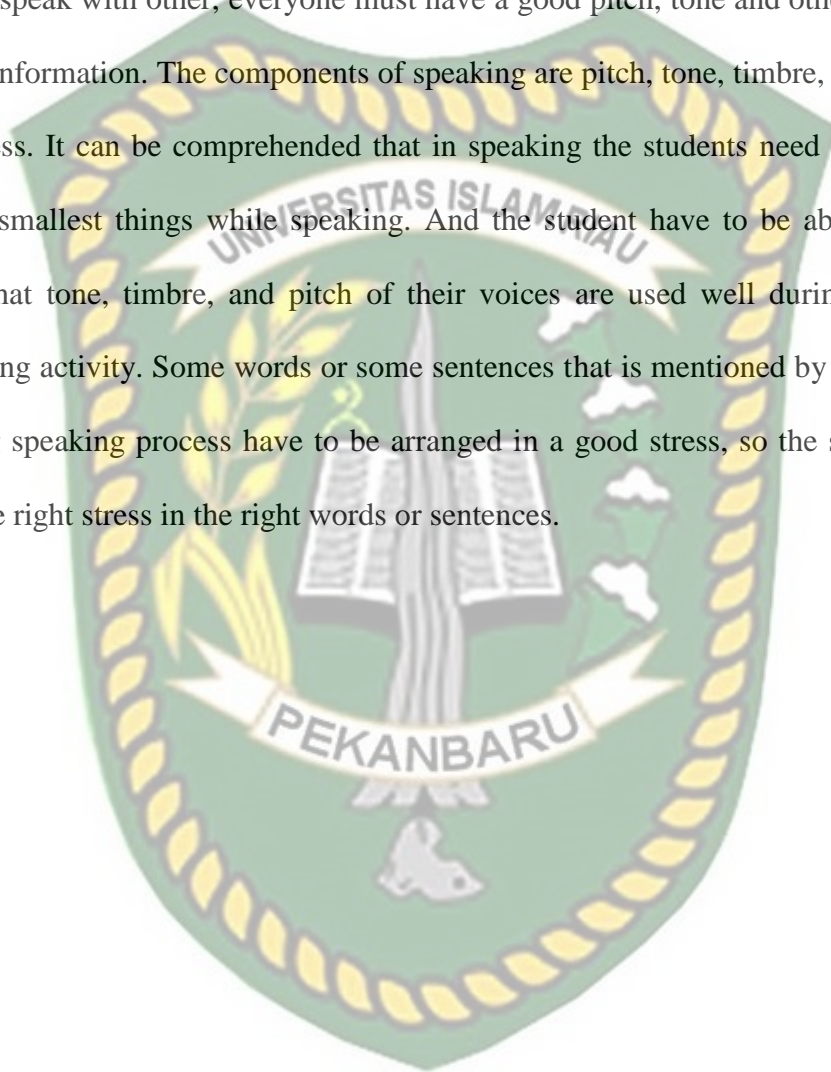
CHAPTER V

FINDINGS, IMPLICATION AND DISCUSSION

5.1 Findings

The researcher described the finding of the research question as there 20 participant as a sample in this research. The researcher found so many problems in student's speaking ability when they speech English in front of the class, although the students have many problem in speaking, but the students have many strengthness when they speech English. Firstly in speech in front of the class, the students have a good self-confidence to speech English in the class.

Students' Speaking Ability Score

No	G	V	C	F	P	Total	Mean	Category
1	3	5	3	2	2	15	3	Good
2	2	4	2	2	3	13	2.6	Good
3	2	3	3	3	2	13	2.6	Good
4	2	3	2	1	3	11	2.2	Poor
5	4	4	3	4	3	18	3.6	Very Good
6	2	3	2	2	2	11	2.2	Poor
7	4	4	3	3	4	18	3.6	Very Good
8	4	4	4	4	4	20	4	Very Good
9	3	3	2	2	2	12	2.4	Poor
10	2	2	2	2	2	10	2	Poor
11	2	2	2	2	2	10	2	Poor

12	4	4	3	5	5	21	4.2	Excellent
13	2	2	2	1	1	8	1.6	Very Poor
14	2	3	2	1	1	9	1.8	Poor
15	3	2	2	1	1	9	1.8	Poor
16	5	5	4	5	5	24	4.8	Excellent
17	3	2	3	2	5	15	3	Good
18	3	3	2	2	5	15	3	Good
19	5	5	5	4	5	24	4.8	Excellent
20	3	3	2	1	1	10	2	Poor
	60	**66**	**58**	**57**	**49**			

Based on the data above, there are some component of speaking that is faced with the students. There are grammar, vocabulary, comprehension, fluency and pronunciation. In grammar the score was 60, vocabulary was 66, comprehension was 58, fluency was 57 and pronunciation was 49. The most problem that students faced was pronunciation and fluency. And the highest score that student get good score was grammar, vocabulary and comprehension.

5.2 Implication

In this part, the researcher presented the best way what the teacher should do when the students faced the speaking problems. When students face inhibition, the teachers should give more motivation for students and don't blame the students directly, so that the students' feeling not down and they will feel confidence when they doing speaking.

When the students face fluency, the teachers should give the base strategy to solve their problem. By the way always take practice together until they are active.

When the students face the problems in pronunciation, the teachers should have the best way to avoid this problems. The teacher should make the small dynamic group and always control the activity of the group, so that they get the same opportunity to speak. And then always take practice with the students by using stress, intonation.

5.3 Discussion

1. Grammar

The students who got score 3 was 7 students. The category was good. It means that their control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. And there were 9 students got 2. The category was poor. It means that they can usually handle elementary constructions quite accurately but does not have through or confident control of grammar. There were no students who got 1. The category was very poor. It means that errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak their language.

2. Vocabulary

According to the table 4.3, we can see that the students' speaking ability in vocabulary have little good understanding because about 5 students were in good score, in other hand, professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. And then, 4 students were in score, it means they in very good categories, choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic. And then, 8 students were in 3 score, it means students fair in vocabulary because they limited in vocabulary to basic personal and survival areas. And they able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that they rarely have to grope for a word. There were 6 students got 2. It means that they have speaking vocabulary sufficient to express himself simply with some circumlocutions. There was student who got 1.

3. Comprehension

Based on the table above, 2 students were in excellent comprehend the topic or they understand everything in normal educated speech except for very low frequency items, or exceptionally rapid or slurred speech. 2 students were in very good or they understanding careful, somewhat simplified speech when performed in front of the class. There were 6 students who got 4. It means that they can understand any conversation within the range of their experience. There were 13

students who got 2. It means that they can get the gist of most conversations of non-technical subjects, for example topics that require no specialized knowledge. And then there was no student who got 0. It means that the comprehension of student about the content was low.

4. Fluency

The table shows that 8 students were very poor in fluency, or they have made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for words. About 2 students were excellent or they have made speech that was uncompleted.

For the next categories, the researcher found that 7 of 20 students got score 1fluentt. From the observation process the researcher found that most students cannot speak fluently because they are shy and not confident. Also since they use note while speaking. It can be seen that they are not mastering or understanding their own speech or topic very well. But, it seems they more into memorizing. It that understanding it. Therefore, it became so difficult for them to deliver their speech fluently.

5. Pronunciation

Table 4.6 showed that 6 students got the highest score of pronunciation which is 5. It was because equivalent to and fully accepted by educated native speaker. And based on category the students who got score 5 was excellent. There were 6 students got the lowest score of pronunciation which is 1. Because errors in pronunciation are frequent but can be understood by a native speaker used to

dealing with foreigners attempting to speak his language. Because of that the student who got score 1 based on the category they got very poor. It means that the student's speaking ability in pronunciation was same.

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