AN ANALYSIS ON STUDENTS' SPEAKING ABILITY OF PROCEDURE TEXT AT THE SECOND GRADE STUDENTS OF SMA TRI BHAKTI PEKANBARU

A THESIS

Intended to Fulfill One of the Requirement for the Award of Sarjana Degree in English Language Teaching and Education

KARINA KURNIA MARBES
NPM:166310700

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

ABSTRACT

Karina Kurnia Marbes. 2021. An Analysis on Students' Speaking Ability of Procedure Text at the Second Grade Students of SMA Tri Bhakti Pekanbaru. Thesis

Keywords: Speaking Ability, Procedure Text

This research is about the students' speaking ability of Procedure Text at the Second Grade Students of SMA Tri Bhakti Pekanbaru in the academic year 2020/2021. The objective of the research was to know the students' speaking ability in procedure text and to find out which aspect is the most dominant problem for the students in speaking.

The design of this research is qualitative research and the variable is students' speaking ability. The location of this research was at SMA Tri Bhakti Pekanbaru. This research has 90 populations and 26 samples. In this research, the instrument is speaking test. The researcher recorded students' performances via video call. Then the researcher transcribed the recordings to be script and gave it to the raters to be rated and analyzed by scoring rubric of speaking skill.

The result of data analysis is students' comprehension score is 3,15 because most of them understand and conveyed procedure text correctly. Students' fluency score is 3,15 because overall they presented procedure text fluently although some students stammered and paused. Students' grammar score is 3,13 because most of them were good at arranging sentences following the grammar. Students' pronunciation score is 2,86 because some students mispronounce some words, but overall their pronunciation were good. Students' vocabulary score is 2,92 because some students had problem with vocabulary mastery, but overall they had sufficient vocabulary to express procedure text simply. The average score of all components is 3,03 categorized good and pronunciation is the most dominant problem for the students.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

Alhamdulillahi Rabbil ‘alamin, I would like to thank Allah subhanahu wa ta’ala for blessing, love, health, and the opportunity to complete this thesis under current conditions. Shalawat is also send to Prophet Muhammad shallallahu‘alaihi wa sallam who had delivered the truth to human beings in general and Muslim in particular.

In completing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express my gratitude and appreciation to all of them. Therefore, I want thanks to:

1. Dr. Miranti Eka Putri, S.Pd., M.Ed as the Vice Dean of Education and Teacher Training Faculty.
2. Muhammad Ilyas S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni S.Pd., M.Pd as the Secretary of English Language Education who gave support and permission to write this thesis.
3. Andi Idayani,. S.Pd., M.Pd as the supervisor who always encouraged me to complete my obligations in this thesis. Thank you for your advice, criticism, support, time, dedication, guidance and love in completing this thesis.
4. Dra. Hj. Syofianis Ismail, M.Ed and Muhammad Ilyas S.Pd., M.Pd as examiners who gave advice, supervision, and crucial contribution to the improvement of the result of this thesis.

5. All lecturers in English Language Education of Teacher Training and Education Faculty of UIR who gave me so many lessons and experience during this course.
6. For my beloved family, I faithfully dedicated this thesis to my beloved parents, Basri and Mardiah who have always been doing their best, providing moral and material support, praying, and also always loving me in any condition and situation. And also my beloved brothers, Nicko Marbes., S.H, Willy Marbes., S.Kom and Alvien Winako Marbes for always have supported me to do this thesis.
7. For my second family, Dita, Ale, Haza, Ana, Amel, Winona, Bayu, Dimas, Sukri and Fajri thank you very much for supporting, helping, and spending a lot of time with me until graduated with this degree. May we can be a family until the end.
8. For my unbiological sister Ayu and Ocha, for always supported, accompanied, helped me to collect students' data and also accompanied me to Ma'am Andi's house for thesis guidance.
9. For my comrades in arms in class A, my friends and teachers when I was PPL at SMA Tri Bhakti Pekanbaru who had supported and helped me.
10. I gratefully thank the principal of SMA Tri Bhakti Pekanbaru for allowed me to research there. Also, thank the English teacher in SMA Tri Bhakti Pekanbaru for allowed me to conduct my research in her class. I could never have finished this without your great guidance. And also for students of XI.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

IPA, thank you for the cooperation, time, and your warm welcome, so I can conducted my research well.

11. For the raters, thank you for helped me assess the students' speaking test.
12. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quiting, for just being me at all times.

Eventually, I realize that this thesis is still far from a perfect thesis, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive criticism, suggestions and corrections from examiners will be highly appreciated.

Pekanbaru, 31 March 2021

The researcher

Karina Kurnia Marbes
NPM.166310700

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

TABLE OF CONTENTS

ABSTRACT ..... **i**
ACKNOWLEDGEMENT ..... **ii**
TABLE OF CONTENT ..... **v**
LIST OF TABLES ..... **vii**
LIST OF FIGURES ..... **viii**
LIST OF APPENDICES ..... **ix**
CHAPTER I. INTRODUCTION
1.1 Background of the Problem 1
1.2 Identification of the Problem 6
1.3 Focus of the Problem 7
1.4 Research Question 7
1.5 Objective of the Research 7
1.6 Significance of the Research 8
1.7 The Definition of Key Terms 8
CHAPTER II. REVIEW OF RELATED LITERATURE
2.1 Relevant Theories 10
2.1.1 The Nature of Speaking 10
2.1.2 The Importance of Speaking 12
2.1.3 The Components of Speaking 14
2.1.4 The Purpose of Speaking 17
2.1.5 Teaching Speaking 17
2.1.6 Classroom Speaking Activities 20
2.1.7 Picture Narrating 24
2.2 Procedure Text 25
2.3 Relevance Studies 27
2.4 Conceptual Framework 28
2.5 Assumption 30

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER III. RESEARCH METHODOLOGY

3.1 Research Design 31
3.2 Location and Time of Research 31
3.3 Population and Sample of the Research 31
3.3.1 Population 31
3.3.2 Sample 32
3.4 Instrument of the Research 33
3.5 Data Collection Technique 34
3.6 Data Analysis Technique 35

CHAPTER IV. RESEARCH FINDINGS

4.1 Data Presentation 39
4.2 Source of Data 39
4.3 The Result of Data 102

CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusion 111
5.2 Suggestion 112

REFERENCES 114

APPENDICES 117

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF TABLES

Table 3.1 Population of the Research 32
Table 3.2 Sample of the Research 33
Table 3.3 Scoring Rubric of Speaking 35
Table 3.4 Classification of Speaking 38
Table 4.1 Students' Score in Speaking Ability from Rater 1 and Rater 2 103
Table 4.2 Number of Students' Score in Speaking of Procedure Text 105

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF FIGURES

Figure 2.1 Conceptual Framework..... 30
Figure 4.1 Students' Speaking Ability of Procedure Text
for Each Component 106

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF APPENDICES

Appendix 1 : Syllabus

Appendix 2 : Speaking Test

Appendix 3 : Transcript

Appendix 4 : Students' Speaking Ability Score According to Rater 1

Appendix 5 : Students' Speaking Ability Score According to Rater 2

Appendix 6 : Recapitulation of Students' Speaking Ability According to Rater 1 and Rater 2

Appendix 7 : The Formula Calculation of the Students' Speaking Ability

Appendix 8 : Documentation

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is the first foreign language taught at school in Indonesia. Providing the competence of the students to achieve communication competence of English skills is the main purpose of teaching English as a foreign language in Indonesia. To achieve this purpose, Indonesia sets its educational curriculum which is including the teaching English as foreign language. It is one of compulsory subject studied from junior high school up to the university while for elementary school English is used as local or additional subject. However, the objective of teaching learning English is to develop four language skills. Based on Dash and Dash (2007) there are four skills that should be mastered, they are: listening,reading, writing and speaking. These skills can be defined into two groups. The first is productive skill and the second is receptive skill. Productive skills are writing skill and speaking skill, while receptive skills are reading skill and listening skill. One of the four language skills, students often encountered difficulties in speaking skill.

Speaking is a crucial part of foreign language learning and teaching in Indonesia. Speaking becomes an important thing that must be learned by English learners in Indonesia because the ability to speak or communicate with others concerns how people express their thoughts, opinions, feelings, and ideas each other. Therefore speaking ability takes an important role in learning foreign

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

languages. As stated by Nunan (1991) that speaking skill is the single most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Despite it is important, for many years, teaching speaking has been underrated. In the fact, compared to other language skills, speaking has been given less attention in teaching and also assessment. Both English teacher and students teach and learning speaking just as a repetition of drill. Speaking is one of fundamental and demanding skill to be mastered by English learners. When people have good ability in speaking, people can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

People said that someone has already mastered a language if he or she is able to speak the language fluently. Nowadays, everyone realize that in this current era of globalization, they inevitably have to master English, especially in speaking because it has an important role which can not be underestimated. Therefore, everyone do their best to improve their ability to speak English as the second language to achieve communication goals. Because of that, Richards and Renandya (2002) states that "A large of percentage of the world's language learners study English in order to develop profiency in speaking". It is the most important one because it is used by people in order to maintain their social relationship.

On the latest curriculum, the curriculum 2013 mentions that students are expected to have good ability in speaking. But in the fact, speaking is not as easy as we think. It is a complicated skill that needs processes because many aspect

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

should be considered like vocabulary, grammar, fluency, pronunciation and comprehension. As stated by Luoma (2004) that "Speaking is also the most difficult language skill to asses reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between a interlocutor and a candidate". In speaking, there are several aspects in it, namely grammar, vocabulary, pronunciation, accuracy and fluency. Whereas, those aspects help the speaker to mastery English. The reality is many students find difficulties in speaking aspects in English language learning. When the teacher ask them to speak, they get trouble.

Actually, based on my experience, there are two factors that affect the inability of students to speak, those are internal and external factors. The internal factors are the students' motivation and interest toward speaking english while the external factors are facilities that can support students' ability in speaking english, students' mother tongue and the learning strategy that used by the teacher in the school. It is supported by Suwanarak (2012) that "language learning strategies are what learners do to learn language and relate to learners' characteristics, learning styles and learning achievement". One challenge facing most Indonesian learners is the limited amount of time they spend actually using English. Students usually speak using their mother tongue. Therefore due to their unfamiliarity using English, the ability of students to speak English becomes weak. As we know, practice makes perfect. All we need to do to have good ability in speaking is practice as much as possible. Beside that, students also have lack of vocabulary and grammar knowledge, incorrect pronunciation and also self-confidence.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Based on the researcher's observation of procedure text in second year students of SMA Tri Bhakti, it showed that there were many students had difficulties in procedure text especially in speaking. It was proven by the students' low speaking ability. They had no motivation to speak in English. The first problem was students can not speak fluently because they didn't have self-confidence to speak in front of the class. When the teacher asked the students by using English, most of them just smiled and didn't answer. Some students tried to answer using English but not fluent. This phenomenon happened because the students were shy with their friend and afraid to make mistakes.

The second was they had incorrect pronunciation. It because they seldom to practice their English. The students were often wrongly pronounced and then corrected by the teacher. They needed to pronounce the words repeatedly to make it right. The students didn't care about the pronunciation. When the teacher asked them to bring a dictionary during English lessons to see how to pronounce the words, they often didn't carry it.

The next problem was the students had lack of vocabulary mastery and lack understanding of grammatical. The students didn't know approriate words that can be used when they try to speak. Beside that, the students had difficulty making sentences with the correct structure.

Furthermore, some researches about problem in speaking have be conducted by some researchers. For exampleat Second Grade SMP 8 Rambah Hilir by Siti Surinah Harahap in 2015. The result is the second grade students of SMP 8 Rambah Hilir district year 2014/2015 in speaking were good in speaking.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

The second previous study, the researcher took by Anita Rinanda (2017) that investigated speaking ability of the second year students at MTs Hasanah Pekanbaru.The result showed that the students' speaking ability of the second year students at MTs Hasanah Pekanbaru was fair.

The last research is conducted at XI Grade of Social Sciences 2 of SMAN 1 Kamparby Resi Rahmanis in 2019 . The result is the XI Social Sciences 2 students' speaking skill of procedure text was low.

Although the three relevant studies above examine students' speaking abilities just like what the researcher examined as well, there were some differences in their studies with this research, that was the researcher investigated the speaking abilities of second grade students and focus on one subject, namely procedure text. Then, the researcher used five aspects of speaking as a category for evaluating students' speaking abilities. Another thing that distinguishes this research was the activity that the researcher used in assessing students' speaking abilities of procedure text. In this study, the researcher used one of the speaking activities, namely picture narrating.

Therefore, based on the description phenomena, the researcher interested to analyze students' speaking ability and conducted a research entitled "**AN ANALYSIS ON STUDENTS' SPEAKING ABILITY OF PROCEDURE TEXT AT THE SECOND GRADE STUDENTS OF SMA TRI BHAKTI PEKANBARU".**

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

1.2 Identification of the Problem

Based on the background of the problem and several phenomena that the researcher had found about students difficulties in procedure text, the writer identified some problems. Firstly, the students could not speak English fluently yet, because they did not have self-confidence to speak in the class. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes. They decided to be quite or stop to speak in the middle of explanation just because they did not know what to say. It makes the points of the students' explanation could not be delivered clearly.

Secondly, the students had limited vocabulary. When the students asked by teacher to explain the procedure, they had trouble even though they knew the steps and were able to describe it in Indonesian language. It was caused by some aspect. First, the students usually matchedthe meaning of word from what they have found in dictionary with word in a sentence directly without considering the word in its context. Second, there were a lot of vocabularies that they unfamiliar with.

Lastly, related to incorrect pronunciation that usually caused by the lack of pronunciation of the words that they hear in school and out of school. The students often only saw how to pronounce it rather than trying to hear and practice it.

In conclusion, the students had problems in several aspects of speaking procedure text. Most of the problems arise because the students did not know the use of words and also rarely tried to speak english in their life. As we know that

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

practice makes perfect. If we do not practice, we will not be able to. That is what made their speaking abilities less good. In order to make the students' speaking abilities good, the writer chose to analyze students' speaking ability in advance with five aspects of speaking. After that, the result of the analysis expected to be a reference in teaching english especially speaking to enhance students' speaking ability to be very good.

1.3 Focus of the Problem

Based on the identification of the problems above, there were some problems in this research. Therefore, the researcher tried to analyze students' problem in speaking by oral proficiency scoring categories criteria based on Brown (2004) and focused to find out in which aspect is the most difficult for the second grade students of SMA Tri Bhakti Pekanbaru.

1.4 Research Question

Based on the focus of the problem above, these research questions are formulated in the following questions :

1. How is the students' speaking ability of procedure text at the second grade students in SMA Tri Bhakti Pekanbaru?
2. Which aspect is the most difficult for the second grade students in SMA Tri Bhakti Pekanbaru?

1.5 Objective of the Research

1. To know the second grade of SMA Tri Bhakti students' speaking ability.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

2. To find out which aspect is the most difficult for the second grade students of SMA Tri Bhakti in speaking.

1.6 Significance of the Research

The finding of this research is expected to give valuable contribution to the followings:

1. The Researcher

   This research is useful for the researcher in learning how to analyze and conduct this study.

2. The Students

   This research findings is expected to be useful to help the students' speaking ability to be better.

3. The Teacher

   This research expected to be useful to help the teacher know the students' weakness and know how to overcome it.

4. The Academic

   This research can be a contribution to the development of science in the academic world to develop and next research especially for speaking ability.

1.7 The Definition of Key Terms

To avoid missunderstanding about the meaning of terms in this paper, the researcher first of all explains the terms used in this reseach :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

1. **Analysis**

   According to Sugiyono (2015) said that analysis is an activity to look for a pattern and is a way of thinking related to the systematic examination of something to determine the parts, the relationship between the parts and their relationship to the whole. To be clearer, analysis is the process of studying or examining something in an organized way to learn more about it, or a particular study of something. In this research, the reseacher will analyze students' speaking ability based on four components of speaking (Pronunciation, grammar, vocabulary, comprehension and fluency).

2. **Speaking Ability**

   Harmer (2001) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking ability is the ability to converse, or expressing one's thoughts and feelings and theability to communicate effectively in spoken language.

3. **Procedure Text**

   Dadang and Anggraeni (2008) defines procedure text is a text that maps out how to do things through a series of actions or steps. Generally, the procedure text is interpreted as a text that explains how to make or use something. It can be manuals, tips or guide.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

In this research, the researcher needed more theories in order to support and strengh this research. Then, the theories used to analyze the students' ability in speaking.

2.1.1 The Nature of Speaking

Speaking is one of the skills that of English language; it is as a skill that needs more attention from the students, because the students should have good interaction each other in speaking as human being. Some experts have various definitions about speaking. Turk (2003) stated speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask question or give an explanation. From this statement, we know that speaking is a way of saying what we want to say. Its mean however someone tries to explain something, ask something or just to express their opinion, it cannot be separated from speaking. Because the only way to convey the idea is speak out. When someone speak to others, there will be a relationship. The relationship itself is communication.

In line with this statement, Goh and Burns (2012) stated that speaking is accepted by everyone as an essential language-communication skill, but its important to language learners goes beyond just day-to-day communication. Learn to speak more than everyday conversation is very important because English is

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

very broad, not only covers everyday language. And of course it will enhance the speaking ability. Excellent speaking skills can make you a interpreter in various fields, for example in terms of health, economics, politics and others.

More about speaking, according to Nunan (1991) speaking in a second language of foreign language will be facilitated when learners are actively enganged in attempting to communicate. The primary purpose of learning a language is able to communicate with other people by using the language being learned. In other words, learners are expected to be able to express their thinking and feeling.

Richards (2008) stated that mastery of speaking skill in English is a priority for many second language or foreign language learners. Speaking ability is a skill to communicate or expressing ideas and messages. It means that speaking is an someone's ability of to throws up their ideas in communicative with the listener by producing some utterances. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English based on how good their improvement of spoken language proficiency.

According to Barrass (2006) speaking is one of the skills that has to be mastered by students in learning English. Good communication skills are needed in everyday life, in studying at college or university, and in any career based on such studies. In addition, students need more concern in speaking to increase their confidence in socializing and gaining new experiences.

Additionally, speaking is a vehicle to link someone's thoughts, ideas and feelings to another in society and also make good understanding in their

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

communication. Cameron (2001) says that speaking is the active use of language to express meanings so that other people can make sense of them. In brief, learners need to know how to use the language in context.

From the above theories, it can be inferred that speaking is a communication skill in expressing ideas, opinions, or feelings to others by using words or language in order to express, inform and explain to another people, that has to be mastered by English learners to gain more experiences. In speaking, speaker need to know how to use the language in context in order to can be understood by the listener what is delivered by the speaker.

2.1.2 The Importance of Speaking

In these modern days, the whole world has become a global village and people communicate with each other in a common language, i.e. English. As stated by Rao (2019), English language is spoken all over the world and it has attained the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. English is also used mostly for business correspondence and internet purposes. Due to several advantages of English, many people are learning the English language to attain fruitful results in their respective fields.

The ability of speaking English is very important in humans' lives in order to complete social function of language in which communication appears through interaction with one another expressing ideas and responding opinion. As stated

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

by Sadiku (2015), when you have words read, ideas written and thoughts heard, all you need is to express- your speaking skill. What you speak will determine the expressiveness in you.

In the present global world, communication plays an important role in getting success in all fields. People cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others all over the world. As English is considered the international language, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. Among the four key language skills, speaking is deemed to be the most important skill in learning second language. Speaking is the skill that the students will be judged upon most in real life situations. The modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations.

Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life. These speaking skills are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based oral communication skills of the candidates.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

There are actually many things that can we do to improve speaking for example by practicing English everyday with friends. Furthermore, the teacher should be creative and has programs to manage and make the students feel interested in the class. A good teacher thought to create the effective situation and give different ways in learning english.

2.1.3 The Components of Speaking

Students need to practice to speak English as often as possible in order to make they are able to speak English accurately and fluently. A part of that, to speak English we have to know some important components. The components are aspects that influence how people speak English. According to Brown (2004), there are at least five components to be considered in speaking skill that are usually used as valuation references. They are grammar, fluency, comprehension pronunciation and vocabulary.

a. Grammar

Cowan (2008) defines grammar is the set of rules that describes how words and group of words can be arranged to form sentences in a particular language. It must be taught by using a 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 arrange a correct sentence in conversation and speak fluently.

Brown (2001) 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 :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

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 vs. Literal Meaning

f. Styles and Registers

g. The alternative forms among which a produce can choose.

In a simple sentence, grammar is the study of words, how to used it in sentences, and how it change in different situations. Grammar is a key of communication because grammar does not only affect how units of language are combined in order to look right, it also affected their meaning.

b. Vocabulary

According to Ur (2012), vocabulary plays an important role that supports speaking skill. It deals with the right and appropriate words. Vocabulary can be defined, roughly, as the words in the language. Every language in the words has their own vocabulary. People can not communication effectively or express their idea if they do not have sufficient vocabulary.

In addition, French (2003) stated that vocabulary is the collection of words that you hear and read throughout your life. Every single word that you hear and you read in every situation in your life, it is called vocabulary. People who have many vocabularies in their head will be capable to convey information in the different words.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Based on the explanation, the researcher conclude that improving vocabulary is a must. Without mastering vocabulary, english learners will not be able to speak English properly.

c. Fluency

Fluency is the ability to speak communicatively, accurately, and fluently. Fluency refers to express oral language freely without interuption. Nation and Newton (2009) describe fluency signs as appropriate speed and ease of speaking without holding up the flow of talk. In other words, only a small number of pauses such *um, ah ,er*.

d. Pronunciation

Pronunciation refers to the way in which we make the sound of words or language is spoken. It is related to the phonological process that refers to the components of a grammar made up of the element and principles that determine how sound pattern vary in language.

e. Comprehension

Comprehension is the study how well students understand the language. According to McNamara (2007), comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed.

To sum up, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim that must be achieved by language learners.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

2.1.4 The Purpose of Speaking

Wrench, Jason S. et al (2012) mentioned that speaking has three important purposes, there were :

a. To inform

Speaking is used by the speaker inform to the listener about anything they want or they need. This is about helping the listener acquire information that they do not already possess then use the information to understand something.

b. To persuade

People uses speaking to persuade the listener to do something in a certain activity. When we speak to persuade, we attempt to get listeners to embrace a point of view.

c. To entertain

Entertain speaking are very common in everyday life. The fundamental goal of an entertain is listener's enjoyment, which can come in a variety of forms. Through speaking, people can express their feeling both sad and happy. If needed, someone can entertain her or him.

From the statements above, it can be concluded that through speaking, people can inform their feeling and also knows somebody's feeling by communication and make some decisions. People can discuss and share each other by speaking. It is easily to people to get information that they need through speaking.

2.1.5 Teaching Speaking

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

For most people, the ability to speak is same as we know the basic language of human communication since a baby. Our parents are the first speaking teachers in our lives. Since a baby, they teaching every single thing in front of us to introduce the things by usingoral communication. According to Sana (2010) teaching refers to those learning experiences facilitated by human being (not by a video program, computerized instruction, etc.) for the purpose of shaping knowledge, belief and behavior. While speaking means to make use of words in an ordinary voice.

Teaching speaking implies teaching how to use language for communication, for transferring thought, ideas or feeling to other people. The purpose of teaching speaking is to be able to communicate efficiently. Beside that, the studens should be able to avoid confusion in the message that they want to deliver due to faulty pronunciation, grammar or vocabulary. According to Pawlak and Waniek-Klimczak (2015), teaching speaking is an essential aspect of developing students' sociolinguistic competence in a foreign language at any level. To develop students' speaking skills, besides the role of parents at home, of course teachers in the schools are also required to teach the students about how to have good speaking skills.

According to Nunan (2003), teaching speaking is to teach learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

From the explanation above, it can be concluded that teaching refers to the process of transmitting knowledge and skills from a teacher to a learner. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

Why teach speaking? Every teacher realize that they should be doing more to help their students enhance their speaking abilities. Therefore the teachers keen to know how they can teach speaking better. According to Goh and Burns (2012), there are some teacher common responses when they asked why they felt teaching speaking was important.

a. Language learners should be able to converse well with other speakers of the language.
b. My students are ESL learners and need the language to do well in their school.
c. My students can read and write well in English, but they are poor at speaking and listening.
d. I have seen many learners who memorize words from their dictionaries, but can not speak or listen in English.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

e. My students don't like talking to their classmates because they can't correct each other's mistakes; they want me to point out their mistakes to them.
f. My students speak a non-standard form of the language and can not communicate in formal situations.
g. Many of my students say they practice a lot on their own (by copying recordings they hear), but when they have to speak to native speakers, they fail terribly.

Based on those responses, the teacher do their best to teaching speaking to their students in order to able to speak and can achieve all aspects of speaking skill and also able to speak in formal or informal circumstances in any situation.

In brief, the researcher assumes that in teaching speaking, teacher should give the occasion to students to use their speaking skill in real situation without being ashamed or afraid of making mistakes in communicating their ideas, feeling, and experiences to the other.

2.1.6 Classroom Speaking Activities

There are many classroom speaking activities which offer students much to practice their speaking ability inside and outside the class, helps them becoming socialized, more active in teaching learning process and at the same time makes their learning more meaningful and fun. As Kayi (2006) inferred on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are some activities to promote speaking, which are:

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

a. Discussion

A discussion can be held for various reasons after a content-based lesson. The students can make conclusion, share ideas or find solutions in their discussion groups. Before the discussion, it is essential for the teacher to set the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

c. Simulations

Simulations are similar to role-plays but simulations are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a doctor, she brings a stethoscope and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

e. Brainstorming

Depending on the context or the topic, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Story telling fosters creative thinking. It helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students can briefly summarize a story they heard from somebody beforehand, or tell their own stories to their classmates.

g. Interviews

Students can operate interviews on selected topics with various people. The teacher can provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:Diamonds: Earning money, Hearts: Love and relationships, Spades: An unforgettable memory, Clubs: Best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why?, What is the easiest way of earning money?, What do you think about lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

l. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.1.7 Picture Narrating

There are many kinds of activities that could be used in teaching and learning of speaking in the classroom. One of them is picture narrating. *Picture narrating or picture sequence activity is based on several sequential pictures.* Students are asked to tell the story or something taking place in the sequential pictures. The teacher will ask the students to choose one of several topics and then the teacher will give the sequential pictures according to the topic chosen by the student. After that, the student can speak freely based on the context. Picture sequence is one of the best way to make speaking activity more fun because contains a story or a sequence of events that can help students to generate and develop their ideas. As stated by Wright (1989) that instruction strips of pictures are potentially useful. The students can organize their speaking as they consist of a series of pictures that can help them to see the steps and integrate their

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

speaking to produce a coherent and well-organized speaking, especially for learning procedure text.

From the explanation above, the researcher takes the conclusion that picture sequence is some pictures which have a series of an object or a situation. This picture normally tells about a story or steps about something. The sequence has to be in chronologically order.

2.2 Procedure Text

According to Dirgeyasa (2016) procedure text is a text that is designed to describe how something is achieved through a sequence or actions or steps. In short, procedure text is the text which tells us about the process in making or doing something. It explain how people perform different procedures in a sequence of steps. This text uses the simple present tense, often the imperative sentences.

Every kind of text has its social function. Social function is one of the important things in a text. Social function is related to the aim or main topic of the text.Same as other types of text, procedure text also has a social function. Based on Napitupulu and Kisno (2014) the social function of procedure text is to give instructions for making or doing something. Such as directions, recipes, instruction, and manual.

In addition, each text not only has a social function. The students must know about the elements of the text.A text is incomplete without a generic structure because the special characteristic of a genre differing it form one another

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

is the generic structure. Structure of a text is a device that supports communicative purpose. The generic structure of a procedure text contains:

1. An introductory statement that gives the aim or goal. This may be the title of the text or on introductory paragraph.
2. A list of the materials that will be needed to complete procedure. This may be a list or a paragraph. This step may be left out in some procedures.
3. A sequence of steps in the order they need to be done. Numbers can be used to show first, second, third, and so on. The order is usually important; such words as now, next, and after this can be used. Usually the steps begin with a command such as add, stir, or push.

As we know from the generic structure, procedure text must contains steps or instructions in order to achieve the goals. It can be the steps how to make something or how to operate something. One thing that students need to remember is the steps must be sequential. The Example of Procedure Text :

How To Operate TV

Instructions :

1. Plug the cable television into electricity
2. After that, press the power button to turn on the television
3. Wait until the televison show the picture
4. Choose the channel that you want to watch use the button or the remote.
5. Set the volume use the remote or button volume
6. Last, if you want to turn off the television you can use the power button

From the previous explanation, the researcher concluded that procedure text is a text to explain how to do something through a sequence of steps or actions. Moreover, it uses detail information about the materials and commands

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

which guides readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals.

2.3 Relevance Studies

First research has conducted by Siti Surinah Harahap (2015) investigated "An Analysis On Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir". The researcher assessed students' speaking skill through oral presentation about greeting, getting one's attention, asking opinion giving opinion and responding to one's opinion. Based on the result, the researcher concluded that the second grade students of SMP 8 Rambah Hilir district year 2014/2015 in speaking were good in speaking. The result of the analysis showed that 67% out of 21 students have good speaking ability, 33% of 21 students have average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking skill was good.

The second research has conducted by Anita Rinanda (2017) investigated "An Analysis of Speaking Ability of the Second Year Students at MTs Hasanah Pekanbaru".The research investigated three aspects of speaking. They were accuracy, fluency and acceptability. The data showed the average of students speaking ability on accuracy was fair (54.66). Students speaking ability on fluency was good (61.3) and students speaking ability on acceptability was fair (40.00) In conclusion, the research finding showed that the students' speaking ability of the second year students at MTs Hasanah Pekanbaru was fair. From the data it can be concluded that the average score of students' speaking ability was 51.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

The third research has conducted by Resi Rahmanis (2019) investigated on "Students' Speaking Skill of Procedure Text at XI Grade of Social Sciences 2 of SMAN 1 Kampar". The objectives of this research were to find out the students' speaking skill of procedure text at grade XI IPS 2 SMAN 1 Kampar academic year 2016/2017. The subjects of this research were consisted 31 students. The method of this research is descriptive method. Based on the data analysis of the research showed that the average of the students' achievement at the XI Grade IPS 2 in speaking skill is 51. It is categorise in weak level. Furthermore, the students' speaking skill of procedure text at XI grade IPS 2 showed that 9 or 29% the students could learning speaking of procedure text. Meanwhile, 22 or 71% could not understand of speaking procedure text. It is supported the result of the students' speaking skill of procedure text was still low.

2.4 Conceptual Framework

Speaking is the process of produce sentences to express ideas, desires and concept of human thinking which must be mastered by people especially english learners. In the teaching and learning english, speaking skill is not an easy skill which can be mastered. The difficulties may become from the students, the teacher, the material or the class activity. Since it is one of the important skills that should be acquired by students, thus students have to be given some opportunities to show their skills to speak in English. From the opportunities, the teacher will know the students' ability and find out the aspects of speaking, namely grammar, vocabulary, fluency, pronunciation and comprehension that the students must be considered in order to have good speaking ability. Speaking

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

ability refers to the ability of someone to speak a certain foreign language. Therefore, people are admitted having the ability if they are able to speak the language correctly and fluently.

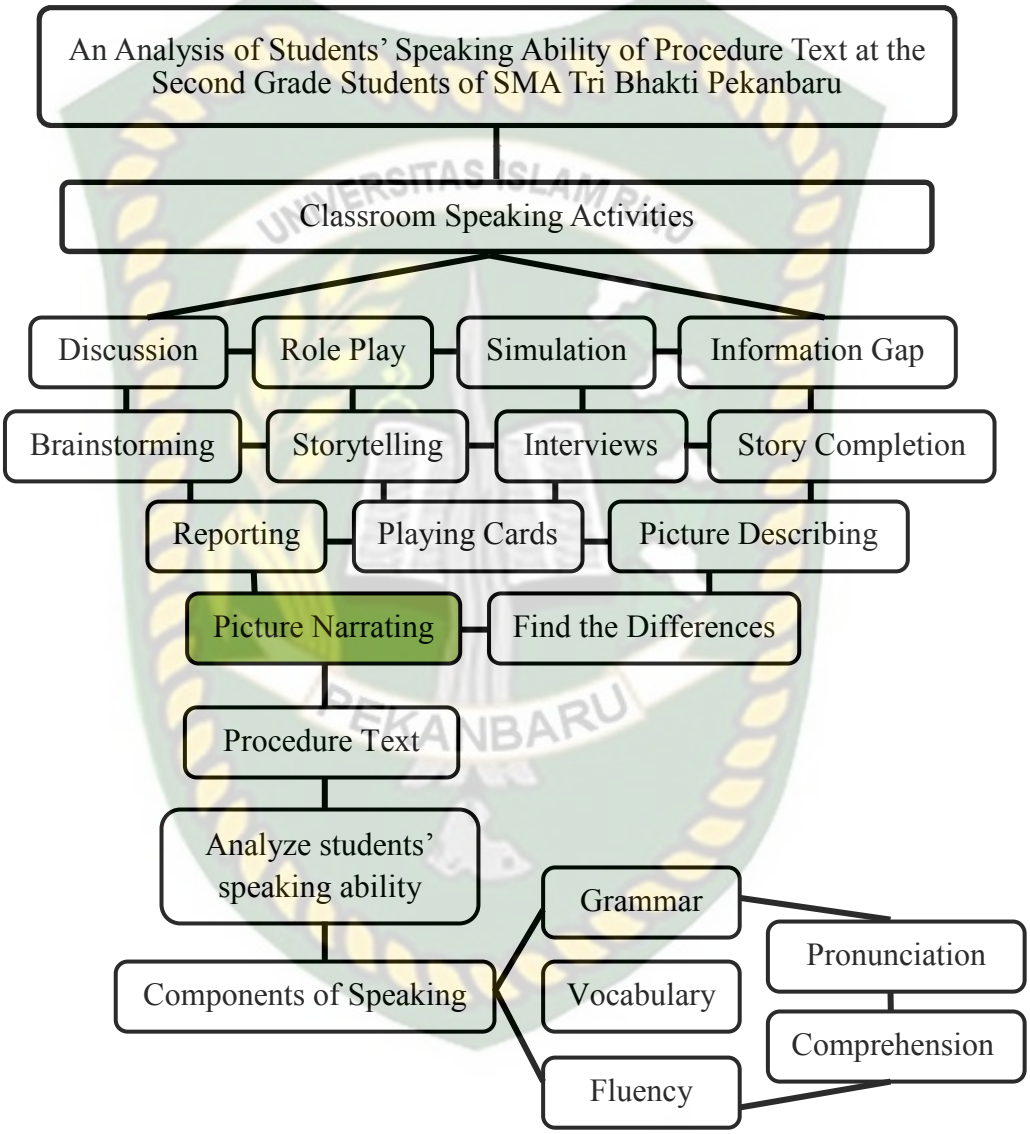
Generally, based on the observation, the teacher gave little opportunity to the students to express their idea and gave speaking assessment rarely. When the students tried to speak, they did not know the aspects that they must pay attention to. In addition, the teacher also did not know which aspects are the problem for the students. Therefore, the teacher was not able to determine exactly what they have to do in teaching and learning process in order to solve students' problems and make them have good speaking skills. Students often communicate using the mother tongue inside or outside English class. That is one thing that makes it difficult for them to have good ability in speaking. In the communicative activities, teacher correction is also needed by students to revise their speaking because mistakes must appear to students. It is quite hard for the students to correct their own mistakes for example their pronunciation, grammar, and improper use of vocabulary.

Therefore, the researcher intended to conduct a descriptive qualitative research that is analyze students' speaking ability at the second grade students of SMA Tri Bhakti Pekanbaru through students'records in order to know how is the students' speaking ability and which aspects are the most dominant problem for the students in conveying procedures text which is very common in daily life. Hopefully the result of this research expected to help the teacher know the

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

students' ability or problem and know to overcome it and to be useful to help the students' speaking ability to be better.

Figure 2.1 Conceptual Framework



2.5 Assumption

The researcher assumed the second grade students of SMA Tri Bhakti Pekanbaru has a good speaking ability in procedure textand pronunciation is the most dominant problem for the students in speaking.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER III

RESEARCH METHODOLOGY

Research method is a way applied by the researcher to collect and analyze the data in order to solve the problem. In this chapter, the researcher presents the methodology of this study.

3.1 Research Design

This research was classified as descriptive qualitative design. Descriptive qualitative research is a kind of research concerning with acquiring data in the field which does not need use number (statistical analysis). According to Parse (2001), the purposes of qualitative descriptive are to study intensely a phenomenon to discover patterns and themes about life events when the researcher has specific questions about the phenomenon. This research has one variable, speaking ability. The researcher followed five aspects as indicators of this research; grammar, vocabulary, fluency, pronunciation and comprehension.

3.2 Location and Time of Research

The research conducted at SMA Tri Bhakti Pekanbaru that located in Jalan Tuanku Tambusai No.12 on June to July 2020. The reason why the researcher conducted the research at SMA Tri Bhakti Pekanbaru because the researcher was interested to know the students' speaking ability in procedure text.

3.3 Population and Sample of the Research

3.3.1. Population

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Anshori and Iswati (2009) stated that population is a generalization area that consists of subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Population is not only human, it can be things, animals or the works of human. In other words, population can be defined as all member of any well defined class of people, event or object.

The population of the research were the second year students of SMA Tri Bhakti Pekanbaru in the Academic Year of 2019-2020. There were three classes of second grade students. It was consists of 90 students.

Table 3.1 Population of the Research

NO	CLASS	POPULATION
1.	XI. IPA	31
2.	XI. IPS 1	28
3.	XI. IPS 2	31
TOTAL		**90**

3.3.2. Sample

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole.

In determining sample of this research, the researcher used Cluster Random sampling. As stated by Arifin in Jaenudin (2014) Cluster Random

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

sampling is a sampling method based on a group of individuals and not taken individually. Based on classes that already exist, the researcher used lottery and XI. IPA were selected as sample of the research. The number of students was 31 students. The reason for using a cluster random sampling by using the wholeClass XI. IPA students in this study were to get accurate data. The researcher wanted to provide equal opportunities for every student in the class that chosen to be the sample.

Table 3.2 Sample of the Research

NO	CLASS	SAMPLE
1.	XI. IPA	31
TOTAL		**31**

3.4 Instrument of the Research

According to Wilkinson and Birmingham (2003), research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. Instrument of the research used to collecting data to make observation easier and to get better result and systematic. Instrument of this research is speaking test.

Research instrument in this research was speaking test in procedure text. It was used to know students' speaking ability especially on grammar, vocabulary, comprehension, fluency and pronunciation. Researcher gave three topics to the students, they weretips to speak english fluently, tips to enhance English vocabulary and tips to do the homework faster.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3.4.1 Voice Recorder

The researcher used voice recorder to record students voice while speaking test. The purpose was to know students' speaking ability in five aspects, they were grammar, vocabulary, fluency, pronunciation and comprehension.

3.5 Data Collection Technique

In order to get the data of this research, me as the researcher did several stages as in following :

1. The researcher asked permission to make a confirmation to both the headmaster and the English teacher and talked about the convenient time to give some topics to the students.
2. After gave confirmation about the time, the researcher came to the class to explain what the students are going to do.
3. The researcher gave the students three topics with sequential pictures and auxiliary sentece that relate to procedure text and asked the students to choose one topic.
4. The researcher gave the students 15-30 minutes for prepare their speaking performance.
5. The researcher asked the students one by one to perform their speaking in 1-2 minutes only.
6. Researcher recorded all of students' performance.
7. The researcher transcribed the record to be a script.
8. The researcher asked the rater 1 and 2 for scoring students speaking by using scoring rubric of speaking.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3.6 Data Analysis Technique

After collecting the data, the researcher made transcripts one by one from all recorded students' speaking. If all transcripts were complete, researcher asked for helping from two raters in evaluating and giving score of the student's skill in procedure text. After that, researcher classified students' speaking abilities. Finally, the researcher analyzed students' speaking abilities. The collected data were analyzed by using qualitative description. In order to analyzed the data, the researcher usedthe following oral proficiency scoring categories criteria based on Brown (2004).

Table 3.3 Scoring Rubric of Speaking

Aspect	Explanation	Score
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker' used to dealing with fereigners attempting to speak his language.	1
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	2
	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.	3
	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
	Equivalent to that of an educated native speaker.	5

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
	Has vocabulary sufficient to express himself simply with some circumlocutions.	2
	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 rarely has to grope for a word.	3
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
	Speech on all levels is fully accepted by educated native speaker speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	5
Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1
	Can get the gist of most conversations of non technical subjects (Le., topics that require no specialized knowledge).	2
	Comprehension is quite complete at a normal rate of speech.	3
	Can understand any conversation within the range of his experience.	4
	Equivalent to that of an educated native speaker.	5
Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	1

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3
	Able to use the language fluently on all Ievels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
	Has complete fluency in the Equivalent language such that his speech is fully accepted by educated native speakers.	5
Pronunciation	Errors in pronunciation are frequent' but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
	Accent is intelligible though often quite faulty.	2
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
	Errors in pronunciation are quite rare.	4
	Equivalent to and fully accepted by educated native speakers.	5

In scoring the students' speaking ability, the researcher used the formula which was adapted from Brown (2004) in Kurniati (2015).

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

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

SA = Speaking ability score

C = Comprehension score

F = Fluency score

G = Grammar score

P = Pronunciation score

V = Vocabulary score

The score of students' ability in the test were being classified to determine their level of the ability. Therefore, the classification is as follows:

Table 3.4 Classification of Speaking

NO.	Test Score	Level of Ability
1.	4.2 – 5.0	Excellent
2.	3.4 – 4.1	Very Good
3.	2.6 – 3.3	Good
4.	1.8 – 2.5	Poor
5	1.0 – 1.7	Very Poor

Adapted from Arlin in Yanti (2017).

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER IV
RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to find out students' speaking ability at SMA Tri Bhakti Pekanbaru. In this chapter, the researcher presents the findings based on the data obtained from the raters. The script of students' record can be seen in appendixes.

In the process of collecting data for this research, the researcher experienced some obstacles, such as unable to collect student data completely. This was due to the Covid-19 pandemic which resulted in the teaching and learning process in schools being replaced by online. Therefore, there were some students who did not want to participate in taking the speaking test even though they had been contacted continuously for various reasons such as unsupported gadgets, no data packages and did not have time because other school assignments were still piling up. In consequence, the researcher succeeded to collect and analyze 26 students' data from a total of sample 31 students second grade students of SMA Tri Bhakti Pekanbaru.

4.2 Source of Data

4.2.1 Data 1

Student 1 performed a procedure text about "Tips to Enhance English Vocabulary". Based on the assessment of components of speaking, the result of

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

grammar component got 3 scores. The reason is the student make a grammatical error. For instance, in this sentence "Fifth, word game, *its for* challenging word games so you can find new vocabulary like anagrams, scrabble, random word". In this sentence, it should be "Fifth, word game, *such as* challenging word games so you can find new vocabulary like anagrams, scrabble, random word". Because the context is to give some examples of word games.

Moreover, student 1 acquired 3 scores on vocabulary component because he able to speak English with sufficient vocabulary. Then, we can see in the script that he only used general vocabularies but that was good enough.

On the other hand, for comprehension component, his score was a little bit lower than grammar and vocabulary, he attained 2,5 scores on compehension because he can get the gist of most topic. We can see from his script that he can understand about the tips that he told.

Similarly to grammar and vocabulary component, student 1 also got 3 scores on fluency component because his fluency is good enough. He told the tips with normal speed, rarely has to grope for words and not too many long pauses.

Then, he received 2 scores for pronunciation component because he often made errors in pronounciation but it can still understood by the listener, such as:

1. Vokabuleri (Vocabulary) should be /vəˈkæbjələri/

2. Profiding (Providing) should be /prəˈvaɪdɪŋ/

3. Inhens (Enhance) should be /ɪnˈhɑːns/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4. Firs (First) should be /fɜːst/

5. Wetc (Watch) should be /wɒtʃ/

6. Listen (Listen) should be /ˈlɪsn/

7. E (a) should be /eɪ/

8. Setens (Sentence) should be /ˈsentəns/

9. Mening (Meaning) should be /ˈmiːnɪŋ/

10. Fin (Find) should be /faɪnd/

11. Ot (Out) should be /aʊt/

12. Egen (Again) should be /əˈgeɪn/

13. Oder (Other) should be /ˈʌðə(r)/

14. Elso (Also) should be /ˈɔːlsəʊ/

15. At (Add) should be /æd/

16. Celenging (Challenging) should be /ˈtʃælɪndʒɪŋ/

17. Sekrebel (Scrabble) should be /ˈskræbl/

18. Wort (Word) should be /wɜːd/

19. Teknik (Technique) should be /tekˈniːk/

To conclude, student 1 obtained 2,7 for the average scores and categorized "good".

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4.2.2 Data 2

The second student presented a procedure text about "Tips to Enhance English Vocabulary". Comprehension and Fluency components are the higher score that student 2 got. For grammar component, she got 4 scores because her grammar was good enough. She able to use the language accurately on all levels normally and the errors in grammar are quite rare. Nonetheless, there was one grammar error. As we can see from the script, she said "Fifth, word game, *such for* challenging word games, so you can find new vocabulary like anagrams, scrabble, random word". Actually the sentence should be "Fifth, word game, *such as* challenging word games, so you can find new vocabulary like anagrams, scrabble, random word". Due to the context is to give some examples about word games that can enhance vocabulary. And last she said "A few tips *for* me". In this sentence, it should be "A few tips *from* me".

In a different manner, for vocabulary component she acquired 3 scores because she able to speak english with sufficient vocabulary and he rarely has to grope for a word. Then, we can see in the script that she used general vocabularies and that was good enough.

Next, student 2 deserved 4,5 scores on comprehension because she can understand what she told and that was good overall. She able to convey the tips well orderly so the listener also can understand it.

In the same way, She also achieved 4,5 scores on fluency component. By a reason that her fluency was good although there weresome pauses, as we can see

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

in the script "you can use it... by talking to other" and "so you can find... new vocabulary". But it didn't matter because she didn't make long pauses.

At last, she got 3,5 scores on pronunciation considering there were some errors in pronunciation but can still be understood by the listener. Such as :

1. Profiding (Providing) should be /prəˈvaɪdɪŋ/

2. Som (Some) should be /sʌm/

3. Ihens (Enhance) should be /ɪnˈhɑːns/

4. Lizen (Listen) should be /ˈlɪsn/

5. Nofel (Novel) should be /ˈnɒvl/

6. Lik (Like) should be /laɪk/

7. Dikceneri (Dictionary) should be /ˈdɪkʃənri/

8. Tird (Third) should be /θɜːd/

9. Oder (Other) should be /ˈʌðə(r)/

10. Random (Random) should be /ˈrændəm/

11. Wort (Word) should be /wɜːd/

12. Teknik (Technique) should be /tekˈniːk/

Finally, she gained 3,9 for the average scores and categorized “very good”.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4.2.3 Data 3

Based on the assessment of components of speaking, the average score of student 3 was 4,2 and categorized “excellent”. Student 3 conferred a procedure text about “Tips to Enhance English Vocabulary”. He got 4 scores for grammar component, 4 scores for vocabulary component, 4 scorers for comprehension, 4,5 scores for fluency component and also 4,5 scores for pronunciation.

Student 3 attained 4 scores for grammar because his grammar was good. He able to use the language accurately and didn’t make an error in grammar. Therefore raters gave student 3 4 scores on grammar component.

In the same way, his scores in vocabulary componentwas 4 too. He obtained 4 scores because he understand and able to speak with a high degree of precision of vocabulary. He used the appropriate vocabularies according to the topic he has chosen although it was a commonly used vocabularies.

Similarly, student 3 also acquired 4 scores on comprehension component because he understand and master the topic he has chosen and explain the topic clearly enough, so that the tips that he convey can be understood by listeners.

In contrast to the previous three components, student 3 got scores slightly higher than the fluency component, which is 4,5. He deserves this score because his fluency in speaking English is quite good. He is able to convey the topic that he has chosen with a high degree of fluency without any pauses in speaking.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Last, she got 4,5 scores on pronunciation component because his errors in pronunciation are quite rare. He only made an error in pronunciation, that was megezains (magazines) should be /ˈmagəˌzēns/.

In conclusion, she got 4,2 for the average scores and categorized "excellent".

4.2.4 Data 4

Student 4 did a turn about "Tips to Do Homework Faster".She presented her speaking well in all components. The component that got the highest score was fluency, grammar and comprehension.

First, student 4 received 4,5 scores on grammar component for a reason that her grammar was wonderful. She rarely madeerrors in grammar. Moreover, she was able to use English accurately in speaking, in formal and informal situations.

Slightly different with the scores on grammar component, student 4 got 4 scores on the vocabulary component. Student 4 was considered capable to understand and participate in procedure text especially the topic that she has chosen within the range of his experience with a high degree of precision of vocabulary.

In the same way, her scores was 4,5 too on comprehension component. She deserved 4,5 scores on comprehension as a result of her good understanding. She mastered the topic as well and presented it pretty well within the range of her

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

experience with the result that the listener can understand all of the tips that she told.

Next, student 4 also received 4,5 scores on fluency component because she was able to speak the language fluently on normal level, which is not too fast and not too slow. While she performed her speaking, student 4 made some little pauses, as can be seen in the script:

1. "Ive .. tips to do homework faster for you".
2. “ask people to give you .. privacy”
3. "when you do assignments, or .. not to let other people come into your study room".
4. "and then television .. which can make you distracted".
5. "organize homework .. list"
6. "make a homework with 30 .. minutes”
7. "make sure .. you are not late".

Nevertheless, she was still able to maintain her fluency in speaking so that the little pauses that were not a big deal for the fluency component. She also can participate in any conversation within the range of her experience.

Last, she got 4 scores on pronunciation component because her errors in pronunciation are quite rare. She pronounced all the words correctly so that it was easy for listener to understand.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

In the end, she collected 4,3 for the average scores and categorized "excellent".

4.2.5 Data 5

The fifth student provided a procedure text about "Tips to Do Homework Faster".She presented her speaking good enough in all components. She got 4 scores on three components and the rest were 3 scores.

Based on the assessment of the components of speaking, the result of grammar component of student 5 was 4 scores for the sake of her grammar was superb. She able to use the language but she made an error in grammar that we can see from the script, she said "not disturb you" when it should be "don't disturb you" because "disturb" in that sentence is a verb. Therefore raters gave her 4 scores on grammar component.

A little bit lower than grammar component, she got 3,5 scores on vocabulary component. It because her vocabulary was broad enough but still limited as we can see from the script that she used general vocabularies.

Then, student 5 acquired 4 scores on comprehension component. It because she understand and master the topic he has chosen and explain the topic clearly enough, so that the tips that she convey can be understood by listeners.

Next, similiar with grammar component, student 5 also obtained 3,5 scores on fluency component. She deserved the scores because she made some pausesand repetiton while speaking, such as "sticky note ... on the door", "as

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

much ... as much", "if you need ... if you need", "organize ... homeworklist", "homework ... then list ... all the different", "each ... piece" and last, "make it more ... make it more".

Last, student 5 got 4 scores on pronunciation component. She deserved the scores because her errors in pronunciation were quite rare but the errors still understandable by the listener. She only made three errors in pronunciation when she performed her speaking, those were :

1. Aks (Ask) should be /ask/

2. Turd (Third) should be /THərd/

3. Organis (Organize) should be /ˈôrgəˌnīz/.

To conclude, she received 3,8 for the average scores and categorized "very good".

4.2.6 Data 6

Student 6 performed a procedure text about "Tips to Enhance English Vocabulary".She got 2 to 3 points for the components of speaking. She obtained 3 scores for grammar component, 3 scores for vocabulary, 3 scores for comprehension, 2,5 scores for fluency and 2 scores for pronunciation.

First, she got 3 scores for grammar component for her speaking performance about "Tips to Enhance English Vocabulary". It because her control of grammar was good enough but there was a redundancy as we can see in the

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

script, she said "new vocabulary words". It was a repetition of words that have the same meaning or in other words a waste of words. She better to say just “new vocabulary” rather than “new vocabulary words”. Then she made two other grammatical errors. She said “if we read an english book that we don’t mean”. The sentence is incorrect because the meaning is imprecise. The correct sentence must be “if we read an english book that we don’t know the meaning”. Next error is she said “The next tips *are* word games”. The sentence must be “The next tips *is* word games” because she only gave a tips in that sentence and it was singular, therefore the to be must be *is*.

In the same way, her scores in vocabulary was 3 too. Student 6 attained 3 scores on vocabulary component because her vocabulary was broad enough but still limited as we can see from the script that she used general vocabularies.

Equivalently, student 6 also received 3 scores on comprehension component. It because she understand the topic she has chosen, performed her speaking well cause she able to convey the tips in the order that was in the sequential image mediaand understand mostly what she told in a normal rate of speech.

Incomparable with the other 3 previous components, for the fluency component, student 6 got a lower score than the other components discussed above, that was2,5 scores for the fluency component. She received 2,5 scores because she can handle with confidence but not with facility most social situations, including to convey to others about a casual tips. As we can see from

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

the script she did some pauses because she realized that she had mispronounced or she paused because she needed a little time to think about the next word, such as “english sub ... subtitle”, “second tips in ... is”, “the set ... the third” and “it can also make ....., the last tips”

Last, for the last speaking component, this is the lowest score obtained by student 6 compared to the other four components. She got 2 scores for pronunciation component because she made pronunciation errors but the accent was intelligible though often quite faulty. Her pronunciation errors were :

1. Evre (Ever) should be /ˈevə(r)/

2. Enes (Enhance) should be /ɪnˈhɑːns/

3. Weching (Watching) should be /'wɒtʃɪŋ/

4. Listing (Listening) should be /'lɪsənɪŋ/

5. Subtetel (Subtitle) should be /ˈsʌbtaɪtl/

6. Ip (If) should be /ɪf/

7. Orself (Ourselves) should be /aʊəˈselvz/

8. Iglish (English) should be /ˈɪŋglɪʃ/

9. Taking (Talking) should be /'tɔːkɪŋ/

10. Tred (Third) should be /θɜːd/

11. Understar (Understand) should be /ˌʌndəˈstænd/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

12. Can (Chat) should be /tʃæt/

13. As (Use) should be /juːz/

14. Flin (Fluent) should be /ˈfluːənt/

15. Goes (Guess) should be /ges/

16. Les (Last) should be /lɑːst/

17. Neww (New) should be /njuː/

18. Wors (Words) should be /wɜːdz/

19. Est (Easier) should be /'iːzɪə/

To conclude, student 6 achieved 2,7 for the average scores and categorized "good".

4.2.7 Data 7

The seventh student delivered a procedure text about "Tips to Do Homework Faster".Based on the assessment of components of speaking, she got 3 scores on a component and 2 scores on four components. First, student 7 got 2 scores on grammar component. It because she often makes mistakes in basic grammar as we can see on the script, such as :

1. "For the topics". It should be "for the topic" not topics. Because she only performed a topic.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

2. “I have a tips”. It should be “I have some tips” . Because she has several tips to explain.

3. “I needed quite room”. It should be “I need quite room” because in procedure text, we use simple present tense.

4. “I’m listen to music”. It should be “ I listen to music” because “listen” is a verb. We have to use to be when accompanied by something other than a verb like noun and adjective. For a verb, we don't need to use to be.

5. “If I bored”. It should be “If I am bored” because in this sentence, bored is an adjective so it must be completed with to be “am” before the adjective.

6. “I’m not push my self”. It should be “I don’t push my self” because in that sentence “push” is a verb.

Furthermore, student 7 attained 2 scores on vocabulary component because she has vocabulary sufficient to express herself simply with circumlocutions. Beside that, she has limited vocabulary which resulted her speaking becoming less broad. She also used vocabulary that doesn’t fit the context. For example, she said “I’m not push my self”. The word "push" is inappropriate to use in the context of tips for doing homework faster. Its better to use word "impose" than “push”. So that the sentence becomes “I don’t impose my self”.

A little bit higher than the other components, she procured 3 score on comprehension component due to her comprehension is quite complete at a normal rate. She conveyed the tips well according to the generic structure of

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

procedure text. However, the tips that she conveyed are not in the order of the narrative pictures that have been given. She gave tips that she made by herself, not from the narrative pictures provided by the researcher. Fortunately the tips that she conveyed are still in accordance with the context or topic that she chose.

Next, she got 2 scores for fluency component by cause of she was able to handle confidently but not with the facilities of most social situations. She regularly made pauses in her speaking performance, repeated some words and said words like “aa”, “eh” or “ee” indicating that she was just wrong. For example as we can see from the script :

1. “E for the ... topics”

2. “Organize my ... my homework”

3. “My study hall and eh .... because I ee... I need”

4. “That way when I ... when I”

5. “I’m there ... I’m there”

6. “I use aa ...aa some application”

7. “aa ... and sometimes”

8. “If I ... if I bored aa ...”

9. “I’m always aa ... eh ... respect”

10. “I’m not ... I’m not”

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

11. “I always take ee ... five minute”

In the same way student 7 also got 2 scores on pronunciation component. She got 2 scores for the reason that she made pronunciation errors but the accent was intelligible though often quite faulty. Her pronunciation errors were :

1. Orgenis (Organize) should be /ˈɔːgənaɪz/

2. Hamwerk (Homework) should be /ˈhəʊmwɜːk/

3. Fis (First) should be /fɜːst/

4. Lizen (Listen) should be /ˈlɪsn/

5. Musik (Music) should be /ˈmjuːzɪk/

6. Borit (Bored) should be /bɔːd/

7. Alwes (Always) should be /ˈɔːlweɪz/

8. Strich (Stretch) should be /stretʃ/

Lastly, student 7 got 2,2 for the average scores and categorized “poor”.

4.2.8 Data 8

A topic about “Tips to Do Homework Faster” has choosen by student 8 to be presented. Based on the assessment of components of speaking, 4 scores was the highest that she got. She obtained 3,5 scores on four components and 4 scores for a component. Firstly, student 8 got 3,5 scores on grammar component for the reason that she rarely madeerrors in grammar and her control of grammar was

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

good. She was able to use English accurately in speaking, in formal and informal situations.

Secondly, she attained 3 scores for vocabulary component since her vocabulary was broad enough and rarely has to grope for a word. Moreover, she able to speak english effectively in formal and informal.

Thirdly, 3,5 scores for comprehension component was achieved by the eighth student due to she understand and master the topic that she has chosen and explain the topic clearly enough, so that the tips that she convey can be understood by listeners.

Fourth, comparable with comprehension component, she also acquired 3,5 scores for fluency component in view of she can discuss particular interest of competence with reasonable ease. She rarely has to grope for words.

Fifth, pronunciation component was the only component that gets the highest score achieved by the eighth student, videlicet 4 scores. She deserved the scores for the reason that her error in pronunciation were rare, such as :

1. Hep (Have) should be /həv/

2. Henpon (Handphone) should be /ˈhændfəʊn/

3. Komputer (Computer) should be /kəmˈpjuːtə(r)/

4. Organis (Organize) should be /ˈɔːgənaɪz/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

In conclusion, student 8 received 3,5 for the average scores and categorized “very good”.

4.2.9 Data 9

Speaking test 9 was provided by a student that preferred topic "Tips to Speak English Fluently". Based on the assessment of components of speaking, the average score of student 9 was 3,4 and categorized “very good”.

First of all, 3 scores achieved by student 9 for grammar component as a result of her control of grammar was great and she capable to speak the language with sufficient structural accuracy to engage effectively in most formal and informal situations.

Afterwards, she gained 3,5 scores on vocabulary component by cause of her vocabulary while speaking was expansive enough. In addition, she able to use proper vocabulary while speaking effectively in most formal and informal conversations on practical and social topics.

Moreover, her comprehension was quite complete at a normal rate of speech and she mastered the topic that she told to the audience. Therefore, she deserved 3 scores for comprehension component.

Meanwhile for fluency component her score was a little bit higher than comprehension component. She got 3,5 scores for the reason that she can discuss particular interest of competence with reasonable ease and rarely has to grope for words. In other words, she also able to speak fluently on normal level.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

In the same manner, student 9 obtained 3,5 scores on pronunciation component because her errors in pronunciation are quite rare. She made 9 errors when she performed her speaking test :

1. Kas (Cause) should be /kɔːz/

2. Vaikabuleri (Vocabulary) should be /vəˈkæbjələri/

3. Tird (Third) should be /θɜːd/

4. Tak (Talk) should be /tɔːk/

5. Netis (Notice) should be /ˈnəʊtɪs/

6. Pretis (Practice) should be /ˈpræktɪs/

7. Fokus (Focus) should be /ˈfəʊkəs/

8. Meses (Message) should be /ˈmesɪdʒ/

9. Listener (Listener) should be /ˈlɪsənə(r)/

4.2.10 Data 10

Student 10 performed a procedure text about "Tips to Speak English Fluently". Based on the assessment of components of speaking, the result of her grammar component got 3 scores. The reason is the students' control of grammar was marvelous. She can speak the language with sufficient structural accuracy effectively in formal and informal practical topic.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Related with score of grammar component, she also achieved 3 scores for vocabulary component considering her vocabulary was broad enough that she rarely has to grope words and she able to speak the language with adequate vocabulary effectively in formal and informal topic.

Similarly, 3 scores also acquired by the student on comprehension component. She deserved 3 scores by cause of her comprehension was good enough in understand the topic that she has chose and delivered the tips well to the listener.

Furthermore, student 10 also obtained 3 scores on fluency component for the reason that she made some pauses in speaking either short pauses or long pauses. Overall she quite capable of discuss particular interest of competence with reasonable ease.

Contrary to other four components, she got lower score for the last component of speaking namely pronunciation which the score was 2,5 considering her accent was intelligible though often quite faulty and the errors in pronunciation not interfere with understanding and rarely disturb the native speaker. Below are some of the error that made by student 10 :

1. Hoppul (Hopefully) should be /ˈhəʊpfəli/

2. Kos (Cause) should be /kɔːz/

3. No (Now) should be /naʊ/

4. Dairakli (Directly) should be / daɪˈrektli/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

5. Vokabuleri (Vocabulary) should be /vəˈkæbjələri/

6. Hird (Heard) should be /hɜːd/

7. Ow (How) should be /haʊ/

8. Bikos (Because) should be bɪˈkɒz/

9. Talking (Talking) should be /ˈtɔːkɪŋ/

10. Everdai (Everyday) should be /ˈevrideɪ/

11. Prakts (Practice) should be /ˈpræktɪs/

12. Kemmuniket (Communicate) should be /kəˈmjuːnɪkeɪt/

13. Fokus (Focus) should be /ˈfəʊkəs/

14. Withaut (Without) should be /wɪˈðaʊt/

To summarize, student 10 obtained 2,9 for the average scores and categorized "good".

4.2.11 Data 11

A topic about "Tips to Enhance English Vocabulary" has choosen by student 11 to be presented. Based on the assessment of components of speaking, 3 scores was the highest that she got and 2 scores was the lowest. She got 3 scores on two components and 2,5 scores for two components and 2 scores for a component of speaking. Firstly, student 11 obtained 3 scores on grammar

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

component for the reason that her control of grammar in her speaking performance was good enough.

Secondly, a little bit lower than the previous component, she got 2,5 scores on vocabulary component. Considering she has enough vocabulary to express herself simply with some circumlocutions.

As well as vocabulary component, 2,5 scores also obtained by her on comprehension component for the reason that she can get the gist of most topic that she presented of non technical subjects. Then, she frequently used words "so that" in her speaking performance.

Fourthly, fluency component was one of the highest score that student 11 got after grammar component. She achieved 3 scores by reason of her fluency was acceptable and rarely has to bumble when she presented her speaking. She also made some pauses but it was understandable.

Moreover, the lowest scores got by student 11 on pronunciation component that was 2 scores. She got 2 scores as a result of her accent was intelligible though often quite faulty. She made some pronunciation errors such as:

1. Inhins (Enhance) should be /ɪnˈhɑːns/

2. Yusit (Used) should be /juːzd/

3. Ot (Out) should be /aʊt/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4. Or (Our) should be /ˈaʊə(r)/

5. Insek (Insight) should be /ˈɪnsaɪt/

6. Tird (Third) should be /θɜːd/

7. Tip (Tips) should be /tɪps/

8. Faiv (Fifth) should be /fɪfθ/

9. Haiger (Higher) should be /ˈhaɪə(r)/

10. Litel (Little) should be /ˈlɪtl/

11. Lenguej (Language) should be /ˈlæŋgwɪdʒ/

12. Al (All) should be /ɔːl/

13. Got (Got) should be /gɒt/

On the whole, student 11 achieved 2,6 for the average scores and categorized "good".

4.2.12 Data 12

Student 12 performed a procedure text about "Tips to Speak English Fluently". Based on the assessment of components of speaking, the result of grammar component got 3 scores. The reason is her grammar was good enough considering she madesome errors in grammar in her speaking. For instance she said "*the* number one, think in english...", "the number two, listen..." and so on.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

She used word "the" at the beginning of sequential transition words. He just needs to say "number one, number two" and so on without "the".

In contrast, she attained low score on vocabulary component. 2 scores got by student 12 for the sake of her vocabulary was not that wide but good enough to express herself simply with some circumlocutions. In addition, she used some vocabularies which is not appropriate, such as :

1. "*This is* you also need practice when speaking in English". In this sentence, it should be "You also need *to* practice when speaking in English". Word "this is" not needed in that sentence. Then, she should put infinitive after word "need" in that sentence so that it becomes the correct sentence.
2. "A few tips for me". In this sentence, the word "for" must be replaced with the word "from" because the meaning will be different. In this context, she is the one who gives these tips to others, not the recipient of these tips.

Furthermore, slightly higher than the vocabulary component, he received 2.5 scores on comprehension component because her understanding was quite good. She understood the topic she chose so she was able to present it quite well.

Equivalently, student 12 also got 2,5 scores on fluency component due to she was good in handle her confidence but not with facility most social situations. She stuttered a little and made some pauses, both long ones and short ones but that was totally normal.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Contrastly, the lowest score that achieved by student 12 was 1,5 scores on pronunciation component as a result of her errors in pronunciation were frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language. Errors in pronunciation that student 12 made were :

1. Bren (Brain) should be /breɪn/

2. Tok (Talk) should be /tɔːk/

3. Win (When) should be /wen/

4. Tri (Try) should be /traɪ/

5. Sirsumtanses (Circumstances) should be /ˈsɜːkəmstənsɪz/

6. Ektueli (Actually) should be /ˈæktʃuəli/

7. Mas (Much) should be /mʌtʃ/

8. Cos (Choose) should be /tʃuːz/

9. Lizen (Listen) should be /ˈlɪsn/

10. Ler (Learn) should be /lɜːn/

11. Ripit (Repeat) should be /rɪˈpiːt/

12. Watc (Watch) should be /wɒtʃ/

13. Forgin (Foreign) should be /ˈfɒrən/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

14. So (Shows) should be /'ʃəʊz/

15. Enitem (Anytime) should be /'enɪtaɪm/

16. Tek (Take) should be /teɪk/

17. Tem (Time) should be /taɪm/

18. De (Then) should be /ðen/

19. Anplisen (Unpleasant) should be /ʌnˈpleznt/

20. Tri (Try) should be /traɪ/

21. Had (Hard) should be /hɑːd/

22.Wok (Words) should be /wɜːdz/

23. Anodor (Another) should be /əˈnʌðə(r)/

24. Pronension (Pronunciation) should be /prəˌnʌnsiˈeɪʃn/

25. Hep (Help) should be /help/

On the whole, student 12 attained 2,3 for the average scores and categorized “poor”.

4.2.13 Data 13

The thirteenth student presented his speaking test about procedure text and chose “Tips to Speak English Fluently” as a topic to perform. The highest component score of student 13 was grammar. In performed the speaking test he

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

got 2,5 scores on grammar component. He deserved a score of 2,5 because he able to handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Afterwards, 2 scores obtained by him on vocabulary component as a result he has vocabulary sufficient to express himself simply with some cicurmlocutions. He seemed less confident or hesitant in using vocabulary, it can be seen in his speaking, where he took a little for a moment to choose the right vocabulary.

Similarly, student 13 also attained 2 scores on comprehension component for a reason that he can get the gist of most topic that he presented and delivered with slowed speech and repetition. On the other hand, he can handle his confidence so that he seemed quite good at what he said.

In contrast, he received score lower than the two components previously discussed, specifically 1,5 scores on fluency component considering he often stammered in speaking. He made pauses and also repeat the words frequently in speaking. As we can see from the script, such as :

1. “I can help you cause... cause right now”

2. “Its better for... for you”

3. “so... so your brain will get... get used to... to find”

4. “listen to english... sentence... like coversations, songs... songs... songs... or movies”

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

5. “Through... through... listening you can copy what you... hear and know... know... how to pronounce... pronounce it”

6. “to be able... able to speak english flu... fluently”

7. “because you... you a... you... you used to... to listening to it”

8. “Third... third, talk to yourself”

9. “the lack... the lack of intonation and build more... more self confidence”

10 “use mirror to... to see”,

11. “the goal... goal... goal... of... speak... speaking to communicate”

12. “as long... as the message... in... in succesfully deli... delivered”

13. “Last, try... try tongue twister... games”

14. “to... pronounce the word... flu... fluently”

Meanwhile, compared to the score of the four previous components, the score on the pronunciation component was the lowest score obtained by the thirteenth student, that was 2 score on pronunciation component. He got 2 scores on pronunciation component for the sake of his errors in pronunciation were frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language. His errors in pronunciation such as :

1. Ifer (Ever) should be /ˈevə(r)/

2. Filt (Felt) should be /felt/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3. Art (Hard) should be /hɑːd/

4. Hep (Help) should be /help/

5. Kos (Cause) should be /kɔːz/

6. Ting (Think) should be /θɪŋk/

7. Abot (About) should be /əˈbaʊt/

8. Ebot (About) should be /əˈbaʊt/

9. Direkli (Directly) should be /daɪˈrektli/

10. Yor (Your) should be /jɔː(r)/

11. Fin (Find) should be /faɪnd/

12. Vekebleri (Vocabulary) should be /vəˈkæbjələri/

13. Sekong (Second) should be /'sek(ə)nd/

14. Listen (Listen) should be /ˈlɪsn/

15. Lek (Like) should be /laɪk/

16. Konversations (Conversations) should be /ˌkɔnvəˈseiʃənz/

17. Her (Hear) should be /hɪə(r)/

18. Kenou (Know) should be /nəʊ/

19. Pronos (Pronounce) should be /prəˈnaʊns/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

20. Bikos (Because) should be /bɪˈkəz/

21. Tir (Third) should be /θɜːd/

22. Nots (Notice) should be /ˈnəʊtɪs/

23. Intonacion (Intonation) should be /ˌɪntəˈneɪʃn/

24. As (Use) should be /juːz/

25. Praktik (Practice) should be /ˈpræktɪs/

26. Makes (Makes) should be /meɪks/

27. Gol (Goal) should be /gəʊl/

28. Fokus (Focus) should be /ˈfəʊkəs/

29. Meseng (Message) should be /ˈmesɪdʒ/

30. Saksesflueli (Succesfully) should be /səkˈsesfəlē/

31. Listener (Listener) should be /ˈlɪsənə(r)/

32. Tuister (Twister) should be /ˈtwɪstə(r)/

33. Gemes (Games) should be /'geɪmz/

34. Tren (Train) should be /treɪn/

35. Tong (Tongue) should be /tʌŋ/

36. Wort (Word) should be /wɜːd/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

37. Witot (Without) should be /wɪˈðaʊt/

38. Stadering (Stuttering) should be /'stʌtərɪŋ/

To conclude, student 13 acquired 1,8 for the average scores and categorized “poor”.

4.2.14 Data 14

The best performance in speaking test achieved by the fourteenth student with the topic "Tips to Speak English Fluently". Based on the appraisal of components of speaking, she obtained high scores for all components of speaking. In fact, she succeed to get the highest point, that was 5 scores for two components of speaking, 4,5 scores for a component and the rest were 4 scores.

In the first place, student 14 got 4 scores on grammar component for the reason that she able to use the language accurately on all levels normally pertinent to professional needs. Beside that, her errors in grammar were quite rare.

Afterwards, 4,5 scores on vocabulary component received by her as a result of she adept at understand and participate in any conversation within the range of her experience with a high degree of precision of vocabulary and her speech can fully accepted by native speaker.

Furthermore, she attained 4 scores on comprehension component considering her comprehension was pretty good, she can understand the topic that she chose within the range of her experience and presented the topic clearly so that it can also be understood easily by listener.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Moreover, perfect score successfully achieved by student 14 on fluency component. She obtained 5 scores in view of she has complete fluency in the equivalent language such that her speech is fully accepted by educated native speakers.

Similarly to the previous component, 5 scores as a perfect score in assesment of speaking also got by her for pronunciation component. She deserved 5 scores as a result of her pronunciation skills was comparable with and fully accepted by educated native speakers. She didn't do an error in pronunciation as long as he presented the speaking test.

On the whole, student 14 achieved 4,5 for the average scores and categorized “excellent” for the speaking test.

4.2.15 Data 15

The fifteenth speaking test on procedure text was well presented by a female student with the topic "Tips to Speak English Fluently". Student 15 got 2,5 scores for three components of speaking for instance grammar, comprehension and fluency. The rest components were got 2 scores.

Starting with grammar component, student 15 got 2,5 scores for the reason that her control of grammar was good considering she used simple present tense to convey the tips nicely and in order. She also able to handle elementary constructions quite accurately. Nonetheless, she made two grammatical errors for instance :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

1. “we can focus *of* grammar”. In this sentence, she need to replace *of* with *on,* the sentence should be “we can focus on grammar”.

2. “The last *of* the tongue twisters games”. In this sentence the word *of* must be replaced with *is.* Because it will affect the meaning or purpose of the sentence.

Next, a little bit lower than the score of grammar component, she acquired 2 scores on vocabulary component for her speaking test performance. Her vocabulary was deemed sufficient to express himself in some convoluted language, earned her 2 scores for this component. Besides that, she also used a lot of common vocabulary which is often applied in daily conversation.

Then, 2,5 for comprehension component obtained by student 12 as a result of she understand the most of the topic that she chosealthough she presented in a rather slow speaking speed. That was because the scope of her language experience is limited. Besides that, she also used simple present tense and conveyed the tips quite well and in sequence.

Similary, 2,5 scores also got by her in term of fluency considering she frequently hesitant and jerky, for example as we can see from the script: “this is very important for fluency... for fluency in english”, “the use or... the use of mirror”, “the last of the tong... tongue twister games”

Last, for pronunciation component she attained 2 scores for a reason that her accent was comprehensible thought often quite faulty. As we can see from the script, she frequently made errors in pronunciation for instance :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

1. Funli (Fluently) should be /ˈfluːəntli/

2. Flen (Fluent) should be /ˈfluːənt/

3. Tih (Think) should be /θɪŋk/

4. Saks (Such) should be /sʌʧ/

5. Lizen (Listen) should be /ˈlɪsn/

6. Net (Need) should be /niːd/

7. Wider (Whether) should be /ˈweðə(r)/

8. Trid (Third) should be /θɜːd/

9. Flonsli (Fluency) should be /ˈfluːənsi/

10. Lenjuit (Language) should be /ˈlæŋgwɪdʒ/

11. Wil (Well) should be /wel/

12. Hel (Here) should be /hɪə(r)/

13. Les (Last) should be /lɑːst/

14. Togs (Tongue) should be /tʌŋ/

A final point is she received 2,3 for the average scores and categorized "poor" for the speaking test.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4.2.16 Data 16

A topic about "How to Do Homework Faster" was a topic that student 16 chose to be presented in speaking test about procedure text. Based on the assessment of components of speaking, student 16 was one of the students with the lowest speaking score. She got 2 scores for three components, those are grammar, vocabulary and fluency. Then she attained 1,5 scores for two components, those are comprehension and pronunciation.

First, she got 2 scores on grammar component because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. She made mistakes in grammar for example :

1. "we can ask *forhelp me* people at home to help clean up so that our work is done quickly". In this sentence, student 16 need to remove *for help me*. It should be remove because there was two verbs after the subject and it doesn't fit the grammar it should be, otherwise it makes the sentence difficult to understand.

2. "also wear clothes that we wear as comfortable as possible, so if for homework dont need to be complicated". In this sentence, its better to say just "also wear clothes that comfortable as possible, dont need to be complicated". In this way, the sentence will be easier to understand and not intricate.

Equivalently, 2 scores also got by student 16 on vocabulary component considering she has ample vocabulary to express herself simply with some

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

prolixity. Besides that, she used general vocabularies in her speaking as we can see from the script.

On the other hand, comprehension was the component that received the lowest score compared to the other four components of speaking. She obtained 1 point on comprehension component as a result of within the very limited scope of her language experience, by repetition or paraphrase, she can understand simple statements or instructions conveyed in speaking test questions. But what she did was not according to what was ordered or what was asked. In the speaking test questions, students are asked to choose one of the predetermined topics, then convey the tips according to the sequential pictures provided. However, there was miscommunication by the sixteenth student regarding the topic she chose. She defined "Tips to Do Homework Faster" as tips for doing daily homework, such as cleaning the house and others, whereas what is meant in the topics that have been provided are school assignments that must be done at home, which is usually called *Pekerjaan Rumah* or abbreviated as *PR* in Indonesian. This made her conveyed the tips that she made herself, not following the tips in the sequential pictures that had been provided previously.

Regardless, the score on the fluency component was higher a point than the comprehension component. She attained 2 scores on fluency component for the sake ofshe can handle with confidence but not with facilities. She was bothered by language problems so she stuttered while she presented. Moreover, there were several pauses and word repetition in her speaking, for instances :

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

1. “We do it first from... what we think its simple”.

2. “Now its... like in... the study desk”.

3. “Then... then the second one”.

4. “So that our... work is not disturbed and make... make it slow”.

5. “so... so if for housework dont need to be complicated”.

6. “a list for when... we do activities both outside and inside”.

7. “Remember don’t ever delay... what you want to do”

Last, she got 1,5 points on pronunciation component by cause of her errors in pronunciation are usual but those can be understood by a native speaker used to dealing with foreigners attempting to speak the language, for example :

1. Do (Do) should be /duː/

2. Wow (From) should be /frɒm/

3. Is (Its) should be /ɪts/

4. A (a) should be /eɪ/

5. Cemfertebel (Comfortable) should be /ˈkʌmftəbl/

6. Plis (Place) should be /pleɪs/

7. Win (One) should be /wʌn/

8. Fa (For) should be /fɔː(r)/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

9. Ar (Our) should be /ˈaʊə(r)/

10. Wak (Work) should be /wɜːk/

11. Wai (We) should be /wiː/

12. Doing (Doing) should be /ˈduːɪŋ/

13. Shou (Should) should be /ʃəd; ʃʊd/

14. Nas (Not) should be /nɒt/

15. Asing (Using) should be /juːzɪŋ/

16. Musik (Music) should be /ˈmjuːzɪk/

17. Disturbet (Disturbed) should be /dɪˈstɜːbd/

18. Kempeket (Complicated) should be /ˈkɒmplɪkeɪtɪd/

19. Bodis (Bodies) should be /ˈbɒdiz/

20. Eting (Eating) should be /ˈiːtɪŋ/

21. Delai (Delay) should be /dɪˈleɪ/

After all, she acquired 1,7 for the average scores and categorized “very poor” for the speaking test.

4.2.17 Data 17

The seventeenth student delivered a procedure text about “Tips to Do Homework Faster”.Based on the assessment of components of speaking, she got 3

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

scores on four components and 2,5 scoresfor a component. First, student 17 got 3 scores on grammar component. It because her control of grammar was pretty good. She able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal practical. Any other way, she made errors in grammar for instances :

1. “so this is *from* my tips”. In this sentence, she need to remove word *from* because it affected its meaning. With the word *from* in that sentence, in Indonesian it means “jadi ini dari tips saya”. It makes the sentence convoluted and difficult to understand. The sentence should be “so this is my tips” to make it clear that those are the tips she can deliver.
2. “Do not you postpone your work”. In this sentence, the sentence becomes an interrogative sentence. She need to remove *do not*to make the meaning of the sentence clear that it means "don't delay your work".

Similarly, 3 point also achieved by student 17 on vocabulary component. She able to speak english with plentiful vocabulary to participate in most formal and informal coversations on practical, social and professional topics. Moreover, her vocabulary was broad enough that she rarely has to grope for words.

Equivalently, student 17 also attained 3 scores on comprehension component for a reason that she was able to understand well the commands on the speaking test and understand the topic she chose. Besides that, she also understand the tenses that must be used in procedure text. It can be seen that she used the simple present tense well and also delivered the tips in order.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Alike to three components explained before, on fluency she still acquire 3 scores for the sake of rarely has to grope for words. In addition, she can discuss particular interest of competence with reasonable ease although there were some slight pauses in her speaking performance, such as:

1. “thats is very comfortable to do task such... as a desk, on a bed or a place... that you think is comfortable”.

2. “Tell the people around you on... around you not to disturb us”.

3. “try not to have electronic items, or turn... off electronic items”

However, for pronunciation component she got a little bit lower score than previous four components, specifically 2,5 points. She received 2,5 scores as a result of her accent was intelligible thought often quite faulty but but that was not really interfere with understanding. She made some errors in pronunciation that can be seen from the script, for instances :

1. Tudai (Today) should be /təˈdeɪ/

2. Assismin (Assignment) should be /əˈsaɪnmənt/

3. Komfortabil (Comfortable) should be /ˈkʌmfətəbl/

4. Fies (First) should be /fɜːst/

5. Fin (Find) should be /faɪnd/

6. Ples (Place) should be /pleɪs/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

7. Syeken (Second) should be /'sek(ə)nd/

8. Job (Job) should be /dʒɒb/

9. Tis (Third) should be /θɜːd/

10. Doing (Doing) should be /ˈduːɪŋ/

11. You (Your) should be /jɔː(r)/

12. Wir (Wear) should be /weə(r)/

13. Desnot (Doesn't) should be/ˈdʌznt/

Overall, she gained 2,9 for the average scores and categorized "good".

4.2.18 Data 18

The eighteenth speaking test was presented by a female student with the topic she chose, namely "Tips to Speak English Fluently". In performed the tips, the lowest component score of student 18 was pronunciation.

First off all, she got 2 points on grammar component because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. Beside that, there were grammatical errors, for instances :

1. "Have ever feel it hard for you to speak english?". The sentence is incomplete because there was no subject after the word "have". She must put subject to make the sentence right. Then, she also need to put to be "is" after the word

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

"it" to make it complete according to the correct grammar. Therefore, the right sentence should be "Have *you* ever feel it *is* hard for you to speak english?".

2. "We *are had* to listen". In this sentence, as we can see from the script, she used past tense because she said "had". It was clearly wrong because in procedure text, the tenses must be simple present tense. Then, she need to remove to be *are* because the sentence followed by verb, where to be is not required for sentences followed by a verb, except verb-ing or non verb. Therefore, the correct sentence should be "we have to listen".

3. "We are had to learn speak english". Similarly, in this sentence, she used past tense because she said "had" as well. It was clearly wrong because in procedure text, the tenses must be simple present tense. Therefore, the correct sentence should be "we have to learn speak english".

4. "Six, tongue twister games. Is a word game". The sentence should be "Six, tongue twister games. *It* is a word game". She have to put subject *it* to make the sentence complete and correct.

As well as the previous component, student 18 obtained 2 scores also on vocabulary component. 2 points was deemed appropriate for her as a result of her sufficient vocabulary to express herself simply with some circumlocutions. Moreover, she also made a mistake in a sentence in her speaking. She said "we have to *think* what in english". She need to remove word *think*so that the sentence is not convoluted and the meaning of the sentence can be understood easily. Then the correct sentence must be "we have to think in english".

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Correspondingly, 2 scores acquired too by her on comprehension component. Her ability to get the gist of most topic which was tips to speak english fluently brought her to get 2 scores. Aside from that, the inconsistent use of the simple present tense in her speaking affected her understanding value as well so that in the end she got 2 scores for comprehension component.

Still the same as the three components previously described, student 18 also attained 2 scores on fluency component. Considering she often stammered, made many pauses both short and long. Besides that,she also often said a word over and over, for examples :

1. “Its hard for you... to speak english?

2. “I wanna tell you... some... tips to speak english fluently”

3. “Number one, think in eng... english to ta... to... to... the point of the pictures we have to think in english.....”.

4. “We are... had to listen to english”.

5. “Number three... talk to yourself....”.

6. “so... we can... learn to speak english through the... mirror”.

7. “Number.... five, focus on fluency not grammar. So... here to be... able to speak english you have to focus on.... fluency... not on sentence.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

8. “Number... six, tung.... tung... twister games. Its a word game where... the pronunciation of.... phrases that are deliberately... formed from certain ... word”.

On the other hand, pronunciation component was the speaking component with the lowest score obtained by the eighteenth student in presenting the procedure text on *Tips to Speak English Fluently*. She got 1,5 point for the sake of her errors in pronunciation were frequent but still can be understood by a native speaker used to dealing with foreigners attempting to speak her language. The mistakes in pronunciation she did on the speaking test were :

1. Aiver (Ever) should be /ˈevə(r)/

2. Held (Hard) should be /hɑːd/

3. Fluentli (Fluently) should be /ˈfluːəntli/

4. Ta (The) should be /ðə/

5. Thi (The) should be /ðə/

6. Piktus (Pictures) should be /'pɪktʃəz/

7. Listen (Listen) should be /ˈlɪsn/

8. Propers (Purpose) should be /ˈpɜːpəs/

9. Tellk (Talk) should be /tɔːk/

10. Tat (Had) should be /həd/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

11. Len (Learn) should be /lɜːn/

12. Spek (Speak) should be /spiːk/

13. As (Use) should be /juːz/

14. Trou (Through) should be /θruː/

15. Flens (Fluency) should be /ˈfluːənsi/

16. Sik (Six) should be /sɪks/

17. Tung (Tongue) should be /tʌŋ/

18. Pronans (Pronunciation) should be /prəˌnʌnsiˈeɪʃn/

19. Preses (Phrases) should be /freiziz/

20. The (That) should be /ðæt/

21. Delibretel (Deliberately) should be /dɪˈlɪbərətli/

22. Formet (Formed) should be /'fɔːmd/

23. Senten (Certain) should be /ˈsɜːtn/

24. Deffekuls (Difficult) should be /ˈdɪfɪkəlt/

25. Artikulat (Articulate) should be /ɑːˈtɪkjuleɪt/

26. a (a) should be /eɪ/

All in all, student 18 received 1,9 for the average scores and categorized "good".

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

4.2.19 Data 19

Student 19 did a turn of speaking test about “Tips to Do Homework Faster”.He presented his speaking well in all components. The component that got the highest score was fluency, which was 3,5 scores and the rest of the components were 3 scores.

First, the nineteenth student got 3 scores on grammar component because his control of grammar was great. He rarely madeerrors in grammar. He was able to speak English with sufficient structural accuracy to participate effectively in most formal and informal situations or topics.

In the same way, student 19also attained 3scores on vocabulary component. He was considered capable to understand and participate in procedure text especially the topic that he has chosen within the range of his experience with a quite high degree of precision of vocabulary. Furthermore, his vocabulary was broad enough that he rarely has to grope for words.

Equivalently to the two components described before, 3 scores also acquired by him on comprehension component. He deserved 3 scores considering his comprehension was quite complete at a normal rate of speech. Then, his understanding of the topic was great and he presented it pretty good within the range of her experience with the result that the listener can understand all of the tips that he told.

Next, a slightly higher than the three previous components above, the nineteenth student got 3,5 scores on fluency component by virtue of his ability to

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

speak the language fluently on normal level, which is not too fast and not too slow. He can discuss particular interest of competence with reasonable ease and rarely has to grope for words. While he performed his speaking, he made some little pauses, as can be seen in the script:

1. “that a teacher gives to students... to do at home”
2. “because there are... some students who do not have the motivation”
3. “So that it is hoped... that homework will be one of the reasons”
4. “even your cellphone... so... as not to disturb your concentration”
5. “a list of homework and comfortable clothes... so that the... the list of homework is arranged a few days before... its time to do it.”
6. “so that the stomach wont... feel hungry and also by resting we will not be... bored or sleepy”

Nevertheless, he was still able to maintain his fluency in speaking so that the little pauses those were not a big deal for the fluency component.

Last, he received 3 scores on pronunciation component by cause of some mistakes in pronunciation that he did but his errors never interfere with understanding an rarely disturb the native speaker. As we can see from the script, his errors were :

1. Dat (That) should be /ðæt
2. Sekos (Second) should be /'sek(ə)nd/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3. Wetaut (Without) should be /wɪˈðaʊt/

4. Interfrens (Interference) should be /ˌɪntəˈfɪərəns/

5. Ter (Third) should be /θɜːd/

6. Eres (Arrange) should be /əˈreɪndʒ/

7. Klos (Clothes) should be /kləʊðz/

8. Erreng (Arranged) should be /əˈreɪndʒd/

9. Elso (Also) should be /ˈɔːlsəʊ/

To sum up, he achieved 3,1 for the average scores and categorized “good”.

4.2.20 Data 20

Student 20 performed a procedure text about “Tips to Speak English Fluently”.She got 2 to 3 points for the components of speaking. She obtained 3 scores for comprehension, grammar and vocabulary component. Then 2 scores for fluency and pronunciation component.

First, she got 3 scores for grammar component for her speaking performance about because her control of grammar good. She able to speak english with sufficient structural accuracy to participate effectively in the topic.

In the same way, her scores in vocabulary was 3 too. Student 20 attained 3 scores on vocabulary component because her vocabulary was broad enough but still limited as we can see from the script that she used general vocabularies.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Similarly, she also received 3 scores on comprehension component. It because she understand the topic she has chosen, performed her speaking well cause she able to convey the tips in the order that was in the sequential image mediaand understand mostly what she told in a normal rate of speech.

Incomparable with the other 3 previous components, for the fluency component, student 20 got a lower score than the other components discussed above, that was2scores. She got 2 scores because she can handle with confidence but not with facility most social situations, including to convey to others about a casual tips. As we can see from the script she made pauses frequently and often haltingly.

Lastly but not least, for the last component of speaking, pronunciation component was the other with lowest score speaking component obtained by student 20. She got 2 scores for pronunciation component because she made pronunciation errors but the accent was intelligible though often quite faulty. Her pronunciation errors were :

1. Flinli (Fluently) should be /ˈfluːəntli/

2. Direkli (Directly) should be /daɪˈrektli/

3. As (Used) should be /juːz/

4. Listen (Listen) should be /ˈlɪsn/

5. Ebli (Able) should be /ˈeɪbl/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

6. Usut (Used) Should be /juːzd/

7. Lak (Lack) should be /læk/

8. Misaeg (Message) should be /ˈmesɪdʒ/

9. Suksesfuli (Successfully) should be /səkˈsesfəli/

10. Devivaled (Delivered) should be /dɪ'lɪvəd/

11. Terd (Try) should be /traɪ/

12. Tong (Tongue) should be /tʌŋ/

13. Train (Train) should be /treɪn/

14. Studering (Stuttering) should be /'stʌtərɪŋ/

To conclude, student 20 achieved 2,6 for the average scores and categorized "good".

4.2.21 Data 21

The twenty-one speaking test appearance was performed by a female student. Her performance was fabulous enough that she received a high average score and categorized very good.

Based on the assessment of the components of speaking, the result of grammar component of student 21 was 3,5 scores for the sake of her grammar was superb. She able to use the language accurately on all levels normally pertinent to

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

professional needs. Beside that, her error in grammar were quite rare. Therefore raters gave her 3,5 scores on grammar component.

Second, a little bit lower than grammar component, her score for vocabulary component was 3. It because her vocabulary was broad enough so that she able to speak english and participate effectively in most formal and informal topic although in her speaking she used general vocabularies. In addition, she made two mistakes on vocabulary, namely improper vocabulary selection. First, she said "English is very important language for us *for* learn". In this sentence, the word "for" after "us" was incorrect. The right sentence should be "English is very important language for us to learn". Second, she said "Next, focus on *fluently* not grammar". In this sentence, the student need to remove word *fluently* with *fluency*.

Then, one of the highest scores that acquired by student 21 was comprehension, that was 4 points. She deserved 4 scores on comprehension component as a result of her ability to understand and master the topic within the range of her experience. Moreover, she presented the tips that she chose correctly sequentially with the result that it can be easily understood by listeners.

Next, student 21 obtained 3,5 scores on fluency component. She got3,5 scores now that she able to discuss particular interest of competence with reasonable ease and rarely has to grope for words. In addition, she made some pausesand said "emm" repeatedly while speaking, such as :

1. "Emm... by often seeing and listening to english".

2. "Emm... if you know the meaning of course you will understand better".

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

3. “The third, emm... try to say it by saying it repeteadly it will help you”

4. “Next emm...you also have to use it”.

5. “Emm... you can talk without friend and discuss about something in english or you can write a diary everyday, ee... in english too”.

6. “Ee... then you can play word games playing word games and ee... can train you to remember again”.

7. “Ee... and the last emm... try to play a.. one word per day”.

Last, the same as the scoreoncomprehension component. She attained 4 scores also on pronunciation component because of her ability to pronounce the words was satisfactory considering her errors in pronunciation were quite rare.

To sum up, she achieved 3,6 for the average scores and categorized “very good”.

4.2.22 Data 22

A topic about “How to Do Homework Faster” was a topic that student 22 chose to be presented in speaking test about procedure text. Based on the assessment of components of speaking, student 22 was the second student with the lowest speaking score. She got 2 scores for three components, those are grammar, vocabulary and fluency. Then she attained 1 point for two components, those are comprehension and pronunciation.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

First, she got 2 scores on grammar component because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. She made mistakes in grammar for example :

1. “make the place that we like as comfortable as possible, such as *cleaning the place* and make the place as comfortable as we want”. In this sentence, student 22 need to change *cleaning the place* into *a clean place*. It should be change because in that sentence, the context is to provide an example of a comfortable place. therefore it takes a noun, not a verb. The right sentence should be “make the place that we like as comfortable as possible, such as a clean place and make the place as comfortable as we want”.

2. “Secondly, ask to give you privacy. We can ask *a house* to give us privacy”. In this sentence the error was “a house”. It doesn't make sense because we can't ask a house. The only thing we can ask for help is people. So that the sentence should be “Secondly, ask to give you privacy. We can ask *people inthehouse* to give us privacy” or “Secondly, ask to give you privacy. We can ask *our family* to give us privacy”.

Equivalently, 2 scores also got by student 22 on vocabulary component considering she has adequate vocabulary to express herself simply with some prolixity. Besides that, she used general vocabularies in her speaking performance as we can see from the script.

On the other hand, comprehension was the component that received the lowest score compared to the other four components of speaking. She obtained 1

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

point on comprehension component as a result of within the very limited scope of her language experience, by repetition or paraphrase, she can understand simple statements or instructions conveyed in speaking test questions. But what she did was not according to what was ordered or what was asked. In the speaking test questions, students are asked to choose one of the predetermined topics, then convey the tips according to the sequential pictures provided. However, there was miscommunication by the twenty-second student regarding the topic she chose. She defined "Tips to Do Homework Faster" as tips for doing daily homework, such as cleaning the house and others, whereas what is meant in the topics that have been provided are school assignments that must be done at home, which is usually called *Pekerjaan Rumah* or abbreviated as *PR* in Indonesian. This made her conveyed the tips that she made herself, not following the tips in the sequential pictures that had been provided previously.

In any case, her score on the fluency component was higher a point than the comprehension component. She got 2 scores on fluency component for the sake ofher ability to handle the fluency with confidence but not with facilities. She was bothered by language problems so she stuttered while she presented. Moreover, there were some pauses that she made in her speaking, for instances :

1. “So what we... have to do is”.

2. “Two, ask.. people to give you privacy”.

3. “Five, organize.. homework.. list”.

4. “Such as.. as cleaning the place”.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

5. “to give us privacy so an... so we can clean our room”.

6. “Four, wear clothes that you think are.... wearing complicated clothes like dresses”.

7. “The fifth is arrange the home.. work list.”.

8. “We... should make a to do list”

9. “we don’t get confused when cleaning which room... or house first.

10. “The sixth, is asking for own time on... each homework assignment”

11. “wash clothes and others... so that we can do... this work ourselves”.

Last, she got 1 points on pronunciation component by cause of her errors in pronunciation are usual but those can be understood by a native speaker used to dealing with foreigners attempting to speak the language, for example :

1. Klain (Clean) should be /kliːn/

2. Komfortabel (Comfortable) should be /ˈkʌmftəbl/

3. Aks (Ask) should be /ɑːsk/

4. Rimov (Remove) should be /rɪˈmuːv/

5. Distribusion (Distraction) should be /dɪˈstrækʃn/

6. Klotis (Clothes) should be /kləʊðz/

7. Orgenis (Organize) should be /ˈɔːgənaɪz/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

8. Sef (Self) should be /self/

9. Ec (Each) should be /iːtʃ/

10. Ples (Piece) should be /piːs/

11. Fis (First) should be /fɜːst/

12. Lek (Like) should be /laɪk/

13. Su Jus (Such As) should be /sʌtʃ /əz/

14. Plais (Place) should be /pleɪs/

15. Plis (Place) should be /pleɪs/

16. Sekondeli (Secondly) should be /ˈsekəndli/

17. Thri (Third) should be /θɜːd/

18. Win (When) should be /wen/

19. Klen (Clean) should be /kliːn/

20. Sold (Should) should be /ʃəd/

21. Interfrens (Interference) should be /ˌɪntəˈfɪərəns/

22. Kelphons (Cellphone) should be /ˈselfəʊn/

23. Wir (Wear) should be /weə(r)/

24. Komplikeset (Complicated) should be /ˈkɒmplɪkeɪtɪd/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

25. Drisis (Dresses) should be /dresiz/

26. Sot (Should) should be /ʃəd/

27. Rom (Room) should be /ruːm

28. Hos (House) should be /haʊs/

29. Firs (First) should be /fɜːst/

30. Esingmen (Assignment) should be /əˈsaɪnmənt/

31. Was (Wash) should be /wɒʃ/

32. Klodis (Clothes) should be /kləʊðz/

After all, she acquired 1,6 for the average scores and categorized "very poor" for the speaking test.

4.2.23 Data 23

Student 23 did a turn about "Tips to Enhance English Vocabulary".She presented her speaking well in all components. She succeed to get 4 points for eachspeaking components in her procedure text speaking performance.

First, student 23 received 4 scores on grammar component for a reason that her grammar was wonderful. She rarely madeerrors in grammar. Moreover, she was able to use English accurately in speaking, in formal and informal situations.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Equivalently, she also got 4 scores on the vocabulary component. Student 4 was considered capable to understand and participate in procedure text especially the topic that she has chosen within the range of his experience with a high degree of precision of vocabulary.

In the same way, her scores was 4 too on comprehension component. She deserved 4 points on comprehension as a result of her good understanding. She mastered the topic as well and presented it pretty well within the range of her experience with the result that the listener can understand all of the tips that she told.

Next, 4 scores still obtained by her on fluency component because she was able to speak the language fluently on normal level, which is not too fast and not too slow. While she performed her speaking, student 23 made some little pauses, as can be seen in the script:

1. "Do you ever feel... its hard for you ee.. to remember english vocabulary?".

2. “I can help you.. to... enhance english vocabulary”.

3. “You can watch movies or... other videos”.

4. “So you can get used.. to the vocabulary”.

5. “You can say it in.. conversation with other people and.. you can underline the vocabularies”.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

6. “And the fourth.. is use it. You can use it in.. everyday conversations with other people or.. anything else”.

7. “That way ee.. you can improve your vocabulary”.

8. “It can.. it can practice your vocabulary that you have learned”.

Nevertheless, she was still able to maintain her fluency in speaking so that the little pauses that were not a big deal for the fluency component. She also can participate in any conversation within the range of her experience.

Last, she got 4 scores on pronunciation component because her errors in pronunciation are quite rare. She pronouncedmost of the words correctly so that it was easy for listener to understand.

1. An (An) should be /ən/

2. Inhans (Enhance) should be /ɪnˈhɑːns/

3. Ret (Read) should be /riːd/

In the end, she collected 4 for the average scores and categorized “very good”.

4.2.24 Data 24

Speaking test 24 was provided by a student that preferred topic "Tips to Speak English Fluently". The highest score obtained by the student in her speaking performance were comprehensionand fluency component, which is 4 points.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

First of all, 3 scores achieved by student 24 for grammar component as a result of her control of grammar was good enough but she made a grammatical error in her speaking for instance : “when you *try think* about something or anything *so* your brain will get used to finding proper vocabulary”. The sentence is not correct according to the proper grammar. The correct sentence should be “when you *try to think* about something or anything, your brain will get used to finding proper vocabulary”. Because in that sentence the word "try” must be followed by to infinitive. In additon, she also need to remove word “so” to make the sentence easier to understand. Moreover, she capable to speak the language with sufficient structural accuracy to engage effectively in most formal and informal situations. Therefore she deserved 3 points on grammar component.

Afterwards, she gained 3 scores also on vocabulary component by cause of her vocabulary while speaking was expansive enough and rarely has to grope for words. Then, she able to use proper vocabulary while speaking effectively in most formal and informal conversations on practical and social topics although the procedure text that she conveyed was simple.

Meanwhile, her comprehension was terrific because she mastered the topic that she told to the audience at a normal rate. She presented the tips in order and used simple present tense in procedure text properly. Therefore, she deserved 4 scores for comprehension component.

Moreover for fluency component her score was same like grammar and vocabulary component. She got 3 scores for the reason that she can discuss

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

particular interest of competence with reasonable ease and rarely has to grope for words. In other words, she also able to speak fluently on normal level.

In the same manner with comprehension component, student 24 also obtained 4 scores on pronunciation component because her errors in pronunciation are quite rare. Her errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign. She made 2 pronunciation errors when she performed her speaking test :

1. Widaut (Without) should be /wɪˈðaʊt/

2. Stader (Stuttering) should be /ˈstʌtərɪŋ/

Based on the assessment of components of speaking, the average score of student 24 was 3,4 and categorized “very good”.

4.2.25 Data 25

The twenty-fifth speaking test was about “Tips to Enhance English Vocabulary”.He presented his speaking well in all components. The components that obtained the highest score were comprehension and fluency, that was 4 scores and the rest of the components were 3 scores.

First, student 25 student got 3 scores on grammar component because his control of grammar was great. He rarely madeerrors in grammar. He was able to speak English with sufficient structural accuracy to participate effectively in most formal and informal situations or topics.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

In the same way, healso attained 3scores on vocabulary component. He wasable to understand and participate in procedure text especially the topic that he has chosen within the range of his experience with a quite high degree of precision of vocabulary. Moreover, his vocabulary was broad enough that he rarely has to grope for words.

Compared withthe two components described before, he acquired one point higher for comprehension component. He deserved 4 scores considering his comprehension was quite complete at a normal rate of speech. Then, he mastered the topic and presented it pretty good within the range of his experience with the result that the listener can understand all of the tips that he told.

As well as comprehension component, the twenty-fifth student also got 4 scores on fluency component by virtue of his ability to speak the language fluently on all levels normally, which is not too fast and not too slow. He can participate with a high degree of fluency.

Last, he received 3,5 scores on pronunciation component by cause of his errors in pronunciation were scarce and his errors never interfere with understanding an rarely disturb the native speaker. As we can see from the script, his errors were :

1. Ebes (About) should be /əˈbaʊt/

2. Dai (Day) should be /deɪ

3. Al (All) should be /ɔːl/

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

To sum up, he achieved 3,4 for the average scores and categorized “very good”.

4.2.25 Data 26

The last student chose a topic about “Tips to Speak English Fluently” to be presented for her speaking text about procedure text. Based on the assessment of components of speaking, 4 points was the highest scores that she got. She received 3 scores on two components and 4 scores for three components.

Firstly, student 26 got 4 scores on grammar component for the reason that she was able to use English accurately on all levels normally pertinent to professional needs in formal and informal situations. Moreover, there were rarely any grammar mistakes.

Secondly, she attained 3 scores for vocabulary component since her vocabulary was broad enough and rarely has to grope for a word. Moreover, she is able to speak english effectively in formal and informal situation or topic with sufficient vocabulary.

Thirdly, 4 scores for comprehension component was achieved by the last student due to she understand what was asked on the speaking test and mastered the topic that she has chosen and explain the topic clearly enough, so that the tips that she explained can be easily understood by listeners.

Fourth, in the same way as comprehension component, she also acquired 4 scores for fluency component in view of she can use the language fluently on all

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

levels normally pertinent to professional needs and able to participate in any situation or any topic within the range of her experience with a high degree of fluency.

Fifth, as well as the vocabulary component, 3 scores also obtained by student 26 on pronunciation component in presented the speaking text about tips to speak english fluently. She deserved the scores for the reason that her errors in pronunciation never interfere with understanding and rarely disturb the native speaker, such as :

1. Efer (Ever) should be /ˈevə(r)/

2. Sekan (Second) should be /'sek(ə)nd/

3. Eksempel (Example) should be /ɪgˈzɑːmpl/

4. Fokus (Focus) should be /ˈfəʊkəs/

5. Anser (Answer) should be /ˈɑːnsə(r)/

6. Mistek (Mistake) should be /mɪˈsteɪk/

In conclusion, the last student received 3,6 for the average scores and categorized “very good”.

4.3 The Result of Data

The speaking ability of the second grade students at SMA Tri Bhakti Pekanbaru about procedure text can be seen from the scores they have obtained. From 26 speaking data sources that the researcher have collected and analyzed by

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

using speaking assessment which was explained on previous chapter, the result of the students' speaking ability could be seen below:

Table 4.1

Students' Score in Speaking Ability from Rater 1 and Rater 2

No	Students	Components					Students' Speaking Score (SA)	Level of Ability
		C	F	G	P	V		
1	Student1	2,5	3	3	2	3	2,7	Good
2	Student 2	4,5	4,5	4	3,5	3	3,9	Very Good
3	Student 3	4	4,5	4	4,5	4	4,2	Excellent
4	Student 4	4,5	4,5	4,5	4	4	4,3	Excellent
5	Student 5	4	3,5	4	4	3,5	3,8	Very Good
6	Student 6	3	2,5	3	2	3	2,7	Good
7	Student 7	3	2	2	2	2	2,2	Poor
8	Student 8	3,5	3,5	3,5	4	3	3,5	Very Good
9	Student 9	3,5	3,5	3	3,5	3,5	3,4	Very Good
10	Student 10	3	3	3	2,5	3	2,9	Good
11	Student 11	2,5	3	3	2	2,5	2,6	Good
12	Student 12	2,5	2,5	3	1,5	2	2,3	Poor
13	Student 13	2	1,5	2,5	1	2	1,8	Poor
14	Student 14	4	5	4	5	4,5	4,5	Excellent

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

15	Student 15	2,5	2,5	2,5	2	2	2,3	Poor
16	Student 16	1	2	2	1,5	2	1,7	Very Poor
17	Student 17	3	3	3	2,5	3	2,9	Good
18	Student 18	2	2	2	1,5	2	1,9	Good
19	Student 19	3	3,5	3	3	3	3,1	Good
20	Student 20	3	2	3	2	3	2,6	Good
21	Student 21	4	3,5	3,5	4	3	3,6	Very Good
22	Student 22	1	2	2	1	2	1,6	Very Poor
23	Student 23	4	4	4	4	4	4,0	Very Good
24	Student 24	4	3	3	4	3	3,4	Very Good
25	Student 25	4	4	3	3,5	3	3,5	Very Good
26	Student 26	4	4	4	3	3	3,6	Very Good
Total of SA		**82**	**82**	**81,5**	**74,5**	**76**	**79**	**Good**
The Average Score		**3,15**	**3,15**	**3,13**	**2,86**	**2,92**	**3,03**	

Based on table 4.1 above, it can be shown that there is students' speaking ability of 26 students for each component that rater 1 and rater 2 have given. The scores in each component column is the average of the scores given by rater 1 and rater 2. The total score of comprehension component is 82 and the average is 3,15. Similarly on fluency component, the total is also 82 and the average is 3,15. As well as two components mentioned before, the total score of grammar component

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

also quite high that is 81,5 and the average score is 3,13. The lowest total score is pronunciation component that 74,5 and the total score is 2,86. Lastly, 76 is the total score for vocabulary component and the average is 2.92. In conclusion, the score of students speaking is 79 which the average score is 3,03 and categorized "good".

Table 4.2

Number of Students' Score in Speaking of Procedure Text

No	Category	Score	Number of Students
1	Excellent	4,2 – 5,0	3
2	Very Good	3,4 – 4,1	9
3	Good	2,6 – 3,3	8
4	Poor	1,8 – 2,5	4
5	Very Poor	1,0 – 1,7	2
	Total		**26**

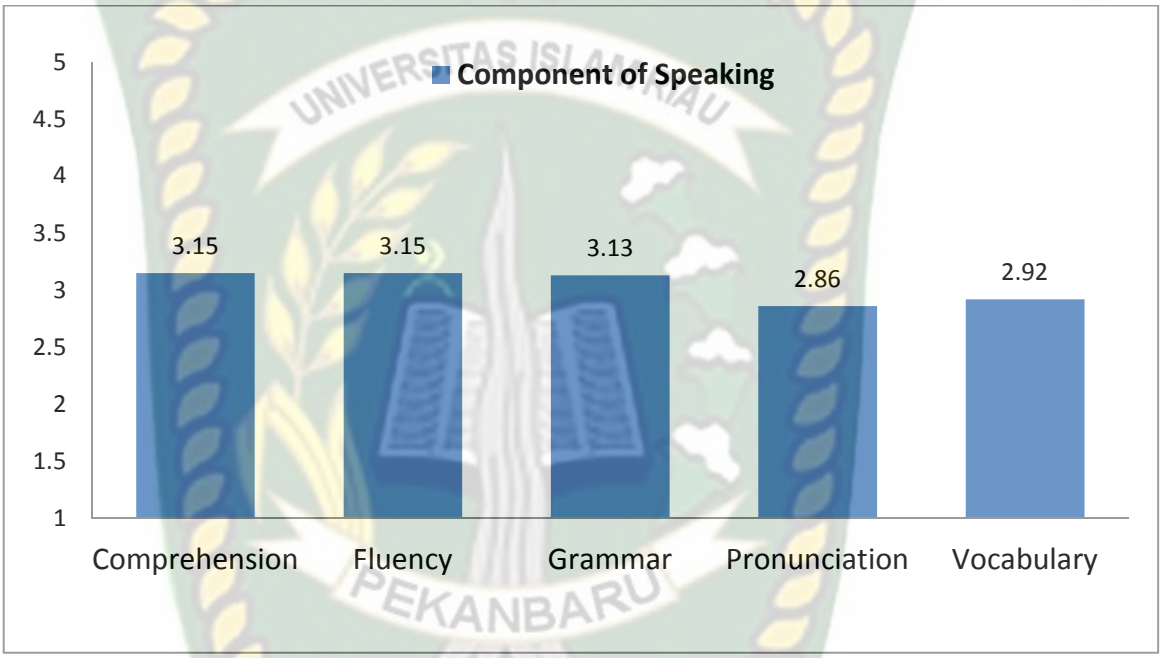
Based on table 4.2 above, it can be shown 3 students got score of 4,2 – 5,0 categorized **excellent**, 9 students got score 3,4 – 4,1 categorized **very good**, 8 students got score 2,6 – 3,3 categorized **good**, 4 students got score 1,8 – 2,5 categorized **poor** and 2 students got score 1,0 – 1,7 categorized **very poor**. Finally, we can conclude that most of students got very good categorize in performing procedure text.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

The students' speaking ability of procedure text based on five components of speaking can be seen in this following figure:

Figure 4.1

Students' Speaking Ability of Procedure Text for Each Component



It can be seen that the first component in speaking is the student's ability in **Comprehension** with the average score is 3.15.Comprehension is a speaking component with the highest average score that was collected from 26 students. In this research, the researcher found that overall, the students' comprehension ability was good. They were able to understand the directions on the speaking test well. Besides that, they also conveyed the procedure text sequentially using the simple present tense correctly so that the listener could understand them. However, there are a few students had difficulties to thoroughly understand what is asked for on the speaking test and also about the tips on their chosen topic. There are some

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

students who do not understand the rules or orders contained on the speaking test sheet. In the speaking test, students are asked to choose one of the topics then pay attention to and understand the sequential pictures that have been provided, then present them in order within 1-2 minutes. The fact is a few students do not understand the instructions given. For example, there are students who present tips that are not in the order and their performance is more than the allocated time. There are also students who do not understand the topic they choose or what is commonly called miscommunication. For example on the topic of "How To Do Homework Faster", the student thought that the homework in speaking test sheet was cleaning the house, even though what the speaking test meant was school assignments that had to be done at home. But overall, they were good in comprehension because most of the students understand what the speaking test asked them, and understood about their respective topics.

The second component in speaking based on the graphic above is the students' ability in **Fluency** with the average score is also 3,15. Fluency is the other component with the highest average score similar to comprehension that was collected from 26 students beside comprehension. For fluency, the researcher found that most of students' fluency is good. They able to present procedure text fluently and smoothly at normal speed, therefore it seems that they have mastered their topic. Even though, some students also have difficulties in fluency. They were stammered and paused several times, either long or short pauses in their speaking performance. They also repeated some words and said a few words like "aa", "eh", "mm" or "ee" while thinking about the next sentence they would say.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

This is usually happen because they rarely use English in their daily life or conversations. Their unfamiliarity make them nervous and stammering in using the language. Beside that, they feel anxiety and unconfident in speaking. These things affect their fluency in speaking.Consequently, their speaking performance takes a lot of time so that their speaking is more than the stipulated time which is a maximum of 2 minutes. But, those mistakes were only happen to some of them, no to all of the students. In conclusion, their fluency is good for a reason that most of them able to speak fluently at normal speed.

As we can see, the third component in speaking is the students' ability in **Grammar** with the average score is a little bit lower than two previous components mentioned above. The score is 3,13. In the speaking test which is about procedure text, the tenses should be the simple present tense. The good thing is most of the students were good at arranging their sentences correctly according to the grammar rules using the simple present tense. Nonetheless, the researcher still found a student that used simple past tense in her speaking performanced. But that wasn't a big deal because other than that one person knew they had to use the simple present tense and had no problems. They were also able to use conjunctions appropriately to link sentences and paragraphs. Then, the researcher notices that some students have another problems in grammar beside tenses, those are the students have difficulties creating correct sentences according to the grammar rules. Errors in grammar that the researcher found in the students' speaking test are: the students add the letter "s" behind a noun that is a singular, not a plural, and vice versa. Moreover, some students have some difficulties in

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

how to put conjunctions correctly between sentences or paragraph. A few students also use incorrect to be, and also forget that the verb "try" is followed by an infinitive, but those were not a hefty problem because the listener still can understand clearly what the students presented. To conclude, most of the students have good ability in grammar. They are able to use simple present tense correctly and their sentences also conform to the grammar rules.

Next, according to the figure above, the fourth component of speaking is **Pronunciation** and it is an aspect with dominant problem than the other components. The figure shows that the average score is 2,86 which is the lowest average score in the speaking component of the second grade students of SMA Tri Bhakti Pekanbaru. The researcher found that students had difficulties to pronounce some words, especially vocabularies that consist of several syllables and also words that they rarely heard. The result of the mispronunciation made by students is the listener should more concentration to hear what the students said. Sometimes it ends up being miscommunication. Pronunciation errors usually occur because students only frequently use their mother tongue or first language. Therefore they are not accustomed to pronouncing the word in English correctly. Besides that, they also rarely see and hear how to pronounce the words correctly in dictionary or English pronunciation applications. Luckily, the mistakes in pronunciation were not made by all of students. Some of them also have good ability to pronounce words correctly. To sum up, the students pronunciation were good considering most of the students can pronounce the words correctly and can be understood by the listener.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Last, the figure above shows the last component of speaking is **Vocabulary** with the average score is 2,92 which is a little bit higher than pronunciation component score. Some problems that researcher found in students' vocabulary were some students seem to had problem with vocabulary mastery. They sometimes used wrong word choice, mumbled, and stopped talking when they perform their speaking test because their vocabulary is not broad. Furthermore, some of students usually match the meaning from what they have found in dictionary with word in a sentence without considering the word in its context. The use of inappropriate vocabulary affects the meaning therefore it is not in accordance with the context anymore. But overall, the students have sufficient vocabulary to express tips simply relate to the topic and the context even though the vocabulary is familiar or commonly used in everyday life.

In conclusion, the mean score of the second grade students' speaking ability in performing procedure text is 3,03. It means the speaking ability of second grade students's at SMA Tri Bhakti Pekanbaru is "good" and pronunciation is the most difficult aspect for the students.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The research focused on students' speaking ability. The location of this research was at SMA Tri Bhakti Pekanbaru. The researcher took 26 students as a sample. Based on the data analysis, some conclusion can be described as follows;

Firstly, according to component of speaking ability, students comprehension score is 3,15 as a result that the students' ability on comprehension were good because most of the studentswere great in comprehending the directions in speaking test sheet. Thus they can present the tips clearly according to the topic they have chosen in order. Moreover, the listener also understood what the students talk about and use simple present tense correctly which is must be used in procedures text.

Secondly, students' fluency score is 3,15 because of overall students' ability on fluency were greatfor a reason that most of them did a fluent speech even though there were several pauses either long or short pauses.

Thirdly, students' grammar score is 3,13 because most of the students were good on grammar considering most of them knew how to arrange the words to be a good sentence and listener could understand their sentences or what they talked about even though they sometimes made mistakes on grammar.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Fourthly, students' pronunciation score is 2,86 because most of the students were good on pronunciation. Most of them the overall know how to pronounce the correct pronunciation and we could clearly hear their pronunciation even thought they still made several problems. But it never interfere with listener's understanding. In addition, pronunciation is the aspect with the lowest score and becomes the most difficult aspect of speaking for the second grade students at SMA Tri Bhakti Pekanbaru.

Lastly, students' vocabulary score is 2,92 as a result of on the whole students' vocabulary is broad enough and most of them able to speak and choose appropriate vocabulary. Then the students also good in build the sentences relate to the topic or the context.

From the explanation above, the researcher concludes that the students' speaking ability to present procedure textis in level 3. It means the students' speaking ability of procedure text at the second grade students of SMA Tri Bhakti Pekanbaru is good and the most difficult aspect for the students is pronunciation.

5.2 Suggestions

Based on the conclusion above, the researcher would like to give suggestion for English teacher, students, and the next researcher.

1. For the English teacher:

Hopefully, the teacher pay more attention to the teaching and learning process at school especially on speaking skill, because more often they speaking, it will

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

make they won't be nervous and create an interesting method in teaching and learning process so that student do not feel bored in the future.

2. For the students:

The students are hoped to add more time to learn especially in English speaking skill and more practice even though not at the school, pay more attention and be active when teacher teach at the class. Then, for pronunciation aspect, students can download applications that provides the correct way of pronouncing words in English, for example U-Dictionary application.

3. For the next researcher:

Researcher expects that this thesis can be used as a reference and guide for the next researcher who are researching about speaking ability. Hence, they can do better.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

REFERENCES

Anshori, M., & Iswati, S. (2009). Buku Ajar Metodologi Penelitian Kuantitatif. In *Airlangga University Press*.

Azlina, K., Eliwarti, & Novitri. (2015). A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*.

Barrass, R. (2006). Speaking for Yourself A Guide for Students. In *Rootladge.*

Brown, H.D. (2001). Teaching by Priciples An Interactive Approach to Language Pedagogy. In *Longman*.

Brown, H. D. (2004). Language Assessment Principles and Classroom Practices. In *Pearson Education*.

Cameron, L. (2001). Teaching Languages to Young Learners. In *Cambridge University Press*.

Cowan, R. (2008). The Teacher's Grammar of English : A Course Book and Reference Guide. In *Cambridge University Press*.

Dadang, A., & Anggraeni, D. (2008). Be Smart Bahasa Inggris. In *Grafindo Media Pratama*.

Dash, N., & Dash, M. (2007). Teaching English As An Additional Language. In *Atlantic Publishers*.

Dirgeyasa, I. W. (2016). College Academic Writing: A Genre-Based Perspective. In *Kencana*.

French, L. (2003). Content Area Vocabulary Strategies: Social Studies. In *J Weston Walch*.

Goh. C. C. M., &Burns, A. (2012). Teaching Speaking. A Holistic Approach. In *University Press*.

Harahap, Siti Surinah, Antoni, R., & Rasyidah, U. (2015). An Analysis on Student Speaking Skill at Second Grade SMP 8 Rambah Hilir. *Journal of University of Pasir Pengaraian*.

Harmer, J. (2001). The Practice of English Language Teaching. In *Longman*.

Holsti, O. R. (1969). Content Analysis For the Social Sciences and Humanities. In *Addison Wesley Publishing*.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Jaenudin, U. E. (2014). Pengaruh Media Pembelajaran CD Interaktif Terhadap Hasil Belajar Pada Mata Pelajaran Bahasa Inggris. *Thesis*, Faculty of Curriculum Science and Technology Education Indonesian Education University.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*.

Luoma, S. (2004). Assesing Speaking. In *Cambridge University Press*.

McNamara, D. S. (2007). Reading Comprehension Strategies: Theories, Interventions and Technologies. In *Lawrence Erlbaum Associates*.

Napitupulu, S., & Kisno. (2014). Teaching English as A Foreign Language (TEFL 1).In*Halaman Moeka Publishing*.

Nation, I.S.P., &Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. In *Routledge*.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook For Teacher*. United Kingdom: Pretince Hall International.

Parse, R.R. (2001). Qualitative Inquiry: The Path of Sciencing. In *Jones and Bartlett*.

Pawlak, M., & Waniek-Klimczak, E.(2015). Issues in Teaching, Learning and Testing Speaking in a Second Language. In *Springer*.

Rahmanis. (2019). *STUDENTS' SPEAKING SKILL OF PROCEDURE TEXT AT XI GRADE OF SOCIAL SCIENCES 2 OF SMAN 1 KAMPAR | Rahmanis | Journal of English Language Education*. *4*(2), 1–24. Retrieved from https://jele.or.id/index.php/jele/article/view/46

Richards, J. C., & Renandya, W. A.(2002). Methodology in Language Teaching: An Anthology of Current Practice. In *Cambridge University Press.*

Richards, J. C. (2008). Teaching Listening and Speaking From Theory to Practice.In *Cambridge University Press*.

Rinanda, A. (2017). An Analysis of Speaking Ability of the Second Year Students at MTs Hasanah Pekanbaru. *Thesis,*Faculty of Teacher Training and Education Islamic University of Riau.

Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, *1*(1), 29. https://doi.org/10.26417/ejls.v1i1.p29-31

Sana, E. A. (2010). Teaching and Learning in the Health Sciences. In *The University of the Philippines Press.*

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Sugiyono. (2015). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kuliatatif dan R&D). In *Alfabeta.*

Srinivas Rao, P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*.

Suwanarak, K. (2012). English language learning beliefs, learning strategies and achievement of Masters students in Thailand. *TESOL as a Global Trade: Ethics, Equity and Ecology*.

Turk, C. (2003). Effective Speaking:Communicating in Speech. In *Spon Press*.

Ur, P. (2012). A Course in English Language Teaching. In *Cambridge University Press*.

Wilkinson, D., & Birmingham, P. (2003). Using Research Instrument A Guide for Researchers. In *Routledge*.

Wrench, Jason S. et al. (2012). *Public Speaking: Practice and Ethics.* Retrieved on October 10, 2016, from http://2012books.lardbucket.org/books/publicspeaking-practice-and-ethics/

Wright, A. (1989). Pictures for Language Learning. In *Cambridge University Press*.

Yanti, R. (2017). A Study on Students' Speaking Ability at the Third Semester Students in English Study Program of FKIP UIR Pekanbaru. *Thesis,* Faculty of Teacher Training and Education Islamic University of Riau.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :