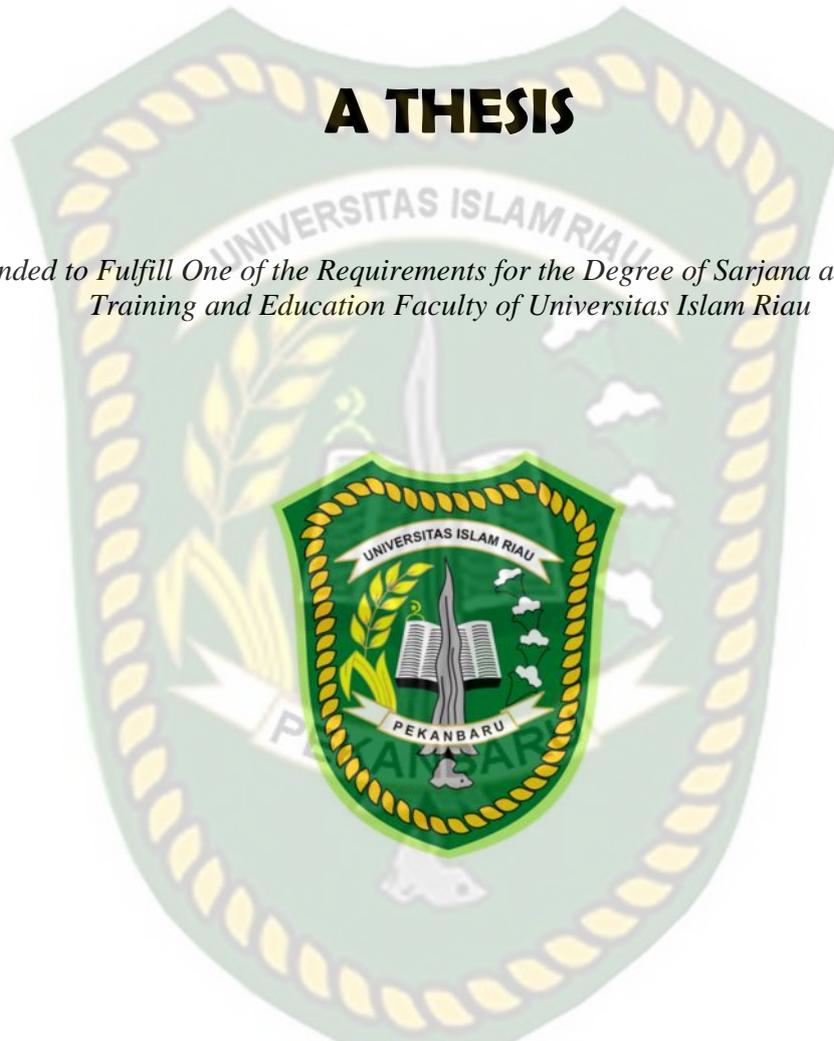


**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY ON
SPEECH OF SECOND SEMESTER AT ENGLISH
DEPARTMENT UIR PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Degree of Sarjana at Teacher
Training and Education Faculty of Universitas Islam Riau*



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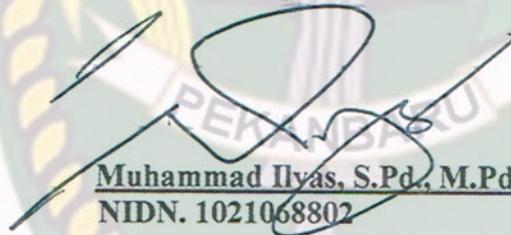
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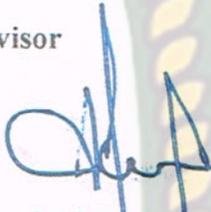
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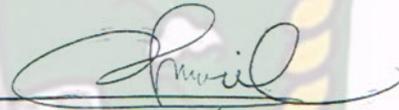
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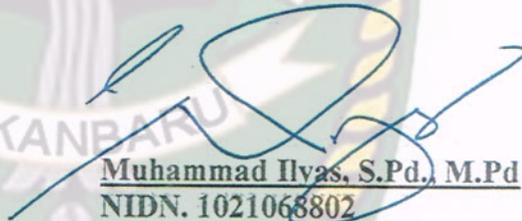
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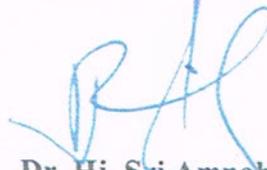


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Pekanbaru, 13 December 2020

The Researcher

Abdul Gani Ansari

ABSTRACT

Abdul Gani Ansari, 2020, An Analysis of Students' Speaking Ability on Speech of Second Semester at English Department UIR Pekanbaru. Thesis

Keywords : *Speaking Ability*

Speaking is one of four language skills beside listening, reading, and writing. Speaking is an activity used by someone to carry out spoken communication with others. The purpose of this research is to know the students' speaking ability on speech of second semester in UIR Pekanbaru.

The research method in this research the descriptive qualitative research design. The sample of this research was 32 students' of English Language Education UIR Pekanbaru which randomly taken from the population of the study. The instrument of this research was closed speaking speaking test which consisted of four components pronunciation, grammar, vocabulary, and fluency. It was used the four level of category which consist excellent, good, average, and poor.

From the data analysis, it was found that the highest score of the students' speaking ability was fluency with the mean score is 4.1 and it was categorized as good level (67%). It can be concluded that the ability of the students of the second semester of English Language Education were good category.

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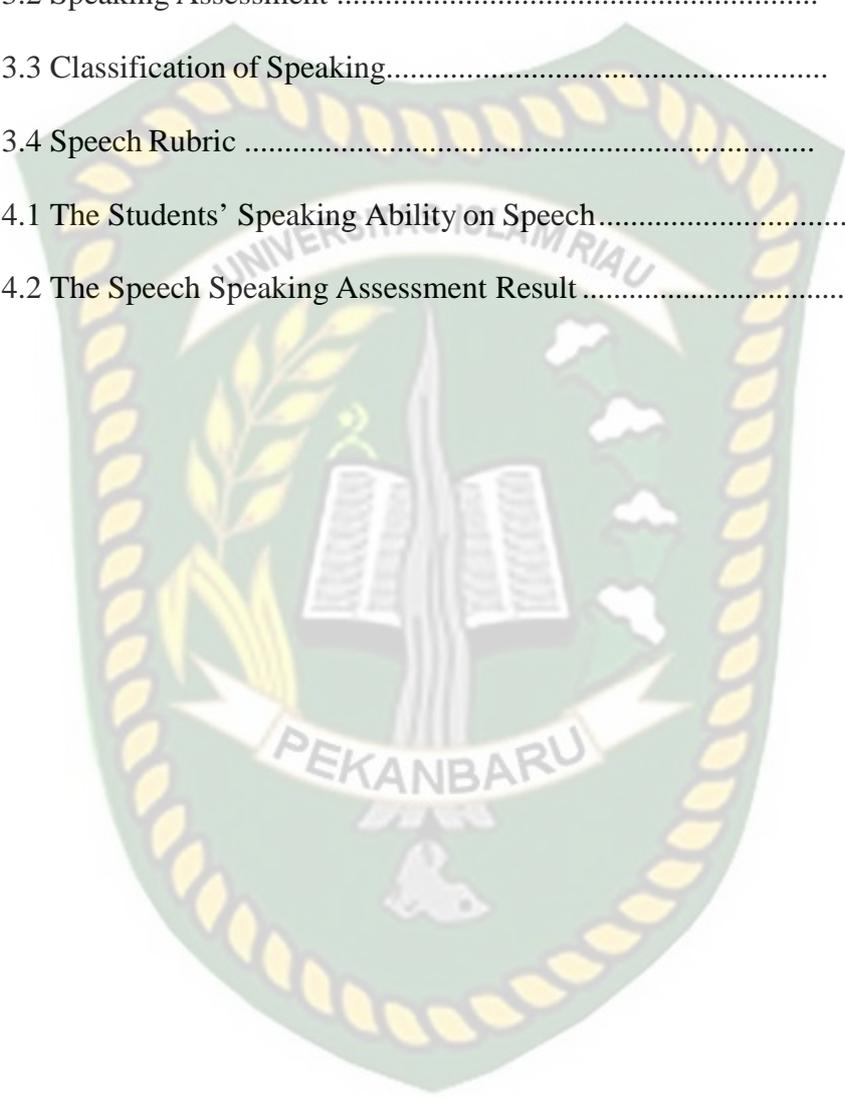
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Dokumen ini adalah Arsip Miitik :
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The purpose of learning language is to communicate with other people; it means that speaking is one important skill in learning process, beside writing, reading, and listening. This is also an important part of learning and teaching foreign language and second, because it consists of producing and conveying ideas and messages that are systematically meaningful to the other person. Speaking is an activity used by someone to carry out spoken communication with others, such as discussion, conversation, chit-chat, dialogue, monologue, news casting, and so on. During the learning process, the students need to communicate with others to expressing and delivering thought, opinion, wishes, and feeling. One of the ways to communicate is through speaking.

By having good speaking skills, English language learners find it easier to access various information and knowledge of the world from any source, both print and electronic media, than those having mediocre English. Speaking skill is the ability to use oral language appropriately and effectively in communication. According to Guang (2007)

Speaking ability is very important in the context of English language. It is because through verbal language, speaking one enables to express his/her ideas and the thought and being able to speak is one of the indicators of mastering language. According to (Chaney 1998) speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of

contexts. In speaking, students should master the elements of speaking, such as vocabulary, pronunciation, grammar, fluency, and comprehension. As a foreign learner in Indonesia, many students have amount vocabulary and master the grammatical structure, but they still have difficulty in speaking. This problem also appears to the students of English Department in UIR PEKANBARU.

Among the language element, speaking is a mutual process of communication which is to give and get information by conveying message through the words of mouth and look carefully at all aspect in it, which are accuracy and fluency. Speaking ability is a part the language capability that consist of linguistics competence, communicative competence, and strategy competence, we know that speaking ability include to communicative competence. So in this research, the students will be able to use communicative competence. They can speak up and share their ideas to communicate with other people. It will make classroom more active. No matter how great an idea is. If it is not communicated properly, it cannot be effective. Through speaking, students learning concept develop vocabulary, and perceive the structure of the English language essential component of learning.

The students' difficulties occur when they are speaking English. This caused by students' limitation in mastering the component of speaking, such as vocabularies, pronunciation, grammar, fluency and comprehension. Besides that, students practice English rarely. They only have a little chance to practice speaking English out of class because most of their friends speak their first language. Then most of the class activities are based on memorizing new

vocabulary, discussing grammar rules and analysing dialogue, thus they cannot have enjoyable speaking and they mostly unable to speak actively.

Students find difficulties are they do not have opportunity to speaking English classroom. They also have short time to practice their English with another people. To solve the problem the teacher should be able to choose a material that can attract students. Because when the students had interest with the material, it can make the students comfortable to learn English.

Students find difficulties when teacher asked them to speak English in the classroom, they do not brave. They worry to make a mistake and get critics from the teacher. They have low motivation and do not want to try speaking English. They also have difficulties in express their ideas of information because they have lack of own self. Speaking is so much part of daily life that we take it for granted. Students were reluctant to speak English. They had a mind-set that English was not important subject to be thought and also they have assumed that English was difficult when arranged their own words in to the sentence. Students fear to make mistake when them try to speak English, and them did not confident when they speak English. All of the problems above, makes student did not want to learn English.

Students have lack motivation to learn English. They did not get used to speak in English. They assumed that English was difficult; it made them learn English passively. Students were passively in teaching learning process. Students were reluctant in order to speak English.

Students' speaking problem can be solved by giving a lot chance to them for practicing speaking English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested in using appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of the techniques can be used in teaching speaking is speech.

There is where the student's speech and language skill are not developing in the way they develop for most children. A student with a speech disorder may make errors in pronouncing words or may stutter. Acquisition may also be patchy, e.g. more difficult concepts may be understood while other basic concepts e.g. colour, and size may not.

The researcher noticed that there are some problems faced at English Department in UIR PEKANBARU in students' speech that is unpreparedness of students' performance in public, least mastered in material and lack vocabulary that make students' not fluent in speech. When students' looked nervous they would not use eye contact and body language with audience, and if their pronunciations was not clear, so the audience not understand about the topic in speech. The writer interested to research students' speech, how to delivering a speech in public, how the structural way and types of speech.

It is cause why the writer is interest to analyse students' speech at English Department in UIR PEKANBARU based on video recorder the English lesson of second semester student, the researcher want to see students' ability mastery the

topic their speech, how students deliver a speech to audience or listener. In speech there are factors like structural and types of speeches.

Based on the reason above, the writer is interested in carrying out a researcher entitled “AN ANALYSIS OF STUDENTS’ SPEAKING ABILITY ON SPEECH OF SECOND SEMESTER AT ENGLISH DEPARMENT UIR PEKANBARU”

1.2 Setting of the Problem

Based on fact, the researcher found the problem that face by students’ of the second semester at English department UIR Pekanbaru.

First, students not get used to speak English, that causing lack motivation in learns about speaking. Lack motivation also, brings impact not self-conscious in speaking English. Students were passive in learning English and make them bored and did not enjoy the learning process. The students found difficult they do not have opportunity to speak English in classroom. They also had short time to practice their English with another people. To solve the problem, the teacher should be able to choose a material that could attract student. Because had interest with the material, it could make the student comfortable to learn English.

Second, students found difficulties to talk English. The students cannot express their ideas because they had limited vocabularies and afraid get mistake about grammar when they speak English. Sometimes when they do not had idea; they also keep silent and do not speak with the other people. They had low

motivation and do not want to try speak English. They also had difficulties in express their ideas or information because they had lack own self.

Third, students were reluctant to speak English. They had a mind-set that English was not important subject to be thought and also they have assumed that English was difficult when arranged their own words in to the sentences. The students found difficulties when teacher asked them to speak English in classroom, they are not brave. They are worry to make mistake and to get critics from the teacher.

The last, students fear to make mistake when they try to speak English, and they are not confident when they speak English. Students usually feel difficult to speak English. The method that used in learning process by teacher is made students bored they do not want to learn English.

1.3 Limitation of the Problem

Based on some problem appeared, the researcher limited those problem in student is students were reluctant to speak English. They had a mind-set that English was not important subject to be thought and also they have assumed that English was difficult when arranged their own words in to sentence. The last, student fear to make mistakes when they try to speak English, and they did not confident when they speak English. As stated in identification of the problem above, the researcher will focused on students problems in mastering the speaking with faced by the second semester students of English Department in UIR PEKANBARU

1.4 Research Questions

The questions in this research are as follow:

1. How is the students' speaking ability on speech of second semester in English language education?

1.5 Objectives of the Problem

The objectives in this research are as follow:

1. To know the speaking ability students of second semester in college?

1.6 Definition of Key Terms

1. Analysis

According to Kothari (2004) states that analysis may be categorized as descriptive analysis and inferential or statistical analysis. Descriptive analysis study of one variable distributions and this may be in respect of one variable that described as one-dimensional analysis, two variables that described as bivariate analysis or more than two variables that described as multivariate analysis.

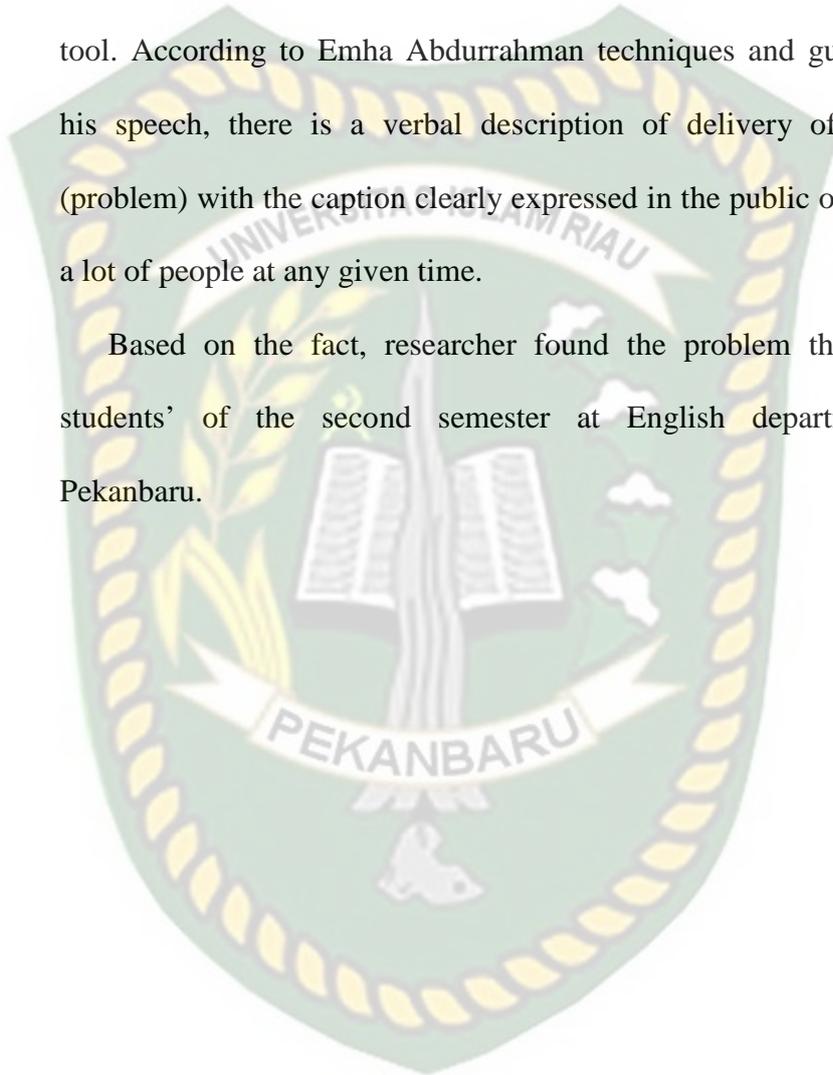
2. Speaking

As defined by Brown (2001) that speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Meanwhile, speaking ability means the ability to communicate with people using the appropriate language to deliver the information and convey the message to be understood by the listener.

3. Speech

Speech is an utterance with a good arrangement to be delivered to the crowd; speech also means the activities carried out in the presence of someone with a lot of people rely on the ability of language as a tool. According to Emha Abdurrahman techniques and guidelines in his speech, there is a verbal description of delivery of the thing (problem) with the caption clearly expressed in the public of a mass or a lot of people at any given time.

Based on the fact, researcher found the problem that face by students' of the second semester at English department UIR Pekanbaru.



CHAPTER II REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

Speaking is one of four language skills beside listening, reading, and writing. Speaking is significant to an individual's living processes and experience as are the ability of seeing and walking. By speaking, someone can communicate and share information with each other's and can express his or her ideas. Without speaking, people must remain in almost total isolation from any kind of society. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts (Chaney, 1998). Meaning that, speaking a very crucial in communicating and sharing information and it also very crucial part of second language learning and teaching.

Florez(1991) defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information. In other definition Harmer (1996) defines speaking as form of communication, so a speaker must convey what they are saying effectively. In line with these definition, Carter (1997) defines speaking as one of types composing language, the type is swift, complicated, frequent and primary, because the language itself is symbolic used by speakers to construct and to convey information. According to Nunan (2003) speaking is the productive aural/oral skills. It consists of producing systematic verbal utterance to convey meaning.

Furthermore, Leong and Ahmadi (2017) stated that speaking means conveying the message through the words of mouth. In other words, speaking is the process to communicate, to delivering human feeling to give and get

information. It is the way to convey the message, idea and so on. Thus, speaking is a way for expressing opinion, ideas, or feelings to others (Al-Noori and Krebt, 2015).

Therefore, it is recognized that quality learning experience in real situation (means “outside classroom”) can raise ability across a range of subject and develop better personal and social skill. In addition, Harmer (2001) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental or social processing and the rapid processing skill that involves language processing, interaction, and information processing :

(1) language processing effective speaker needs to be able to process language in their own head and put it into coherent order, (2) interaction most speaking involves interaction with one or more participants, (3) information processing quit apart, from our response to other feelings, we need also to be able to process the information they take us the moment we get it.

Penny Ur (1991) says that characteristics of a successful speaking activity:

1. Learner Talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talks or pauses.
2. Participant is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

In addition, Harris (1986) states that speaking is a complex skill requiring the simultaneous use of number different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are: pronunciation, including the segmental features vowels and consonant and speed of the flow of speech: comprehension: requires a subject to respond to speech as well as to initiate it.

From the above definition, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions that we are able to interact with the other. At least, they are five components that should be considered in speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.2 Speaking Ability

Speaking can be described as the ability of person to express their ideas. William Little Wood (1981) states that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistics items can be combined. It is that know speaking is very difficult and complex skill to learn especially by the foreign language students. There are many different abilities include in this skill.

Moreover, to Somjai and Jansem (2015) English speaking ability is the ability (1) to verbalize the English language in conversation purposively, (2) to speak fluently and communicate effectively, (3) to use language structure and vocabulary in the right context, (4) to use appropriate pronunciation, and (5) to apply appropriate manner. Huges (1990:10) says that speaking ability on five components: accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

2.3 Component of Speaking

According to Heaton (1990:70) defines speaking is complex skill requiring the simultaneous use number of different ability, which often develop at the different rates. Either four or five components are generally recognized in analysing the speech process. Brown (2004) proposes broader perspective of speaking ability there are least five components consisting of pronunciation, grammar, vocabulary, fluency, and comprehension.

2.3.1 Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation, it can influence meaning of word. Hornby (1989) states that pronunciation is the way in which a word is pronounced. People with a good pronunciation can speak clearly for each word that they said. According to Harmer (2007) if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation

patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning.

There are two features of pronunciation: phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerad, 2007). According to Thornbury (2005) Pronunciation refers to the student's ability to produce comprehensible utterance to fulfil the task requirements. Harmer (2001) Provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress.

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

2.3.2 Grammar

Grammar is the study of the rules of how to combine words into sentence (Hornby, 1989). Another definition is from Byrne (1980) he stated that grammar is the base knowledge in learning a language. Then Paulstan (1984) says that structure is the basic element of a language learning, which embraces all language skills. In short, grammar is the rule by which put together meaningful and part of words of a language to communicate message that are comprehensible.

Grammar is the sound of the sound patterns, the basic units of meaning, such as words, and the role to combine them to form new sentence. (Fromkin and Rodman,1998). According to Harmer (2001) the grammar of a language is the

description of the ways in which words can change their form and can be combined into sentence in that language. Meanwhile, Alexander (1990) say grammar is the support system of communication and we learn it to communicate better. In the other word, grammar is important role to master the spoken of the language.

2.3.3 Vocabulary

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

Vocabulary is one of the extreme aspects that support speaking activity. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms (Folse, 2004). According to Richard and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential.

According to Gardener (2002) states vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, and categories of words. Vocabulary is also one of the components that support speaking skill. It means that the choice of words should be suitable with the topic. A good speaker must have many vocabularies to support him to deliver his idea. The people cannot communicate effectively or express their ideas both oral and written from if they do not have sufficient vocabulary. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

2.3.4 Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. In simple terms, fluency is the ability to talk freely without too much stooing or hesitating (Riddel, 2001). According to Nunan (2003) fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

Fluency is an ability to express something in spoken language without pause. Harris (1986) says there are five qualities that must be rated in fluency of

speaking. There are as follow: speech is co halting and fragmentary as to take the conversations in virtually impossible, usually hesitant, often force into silence by language limitation, speech, and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker. Brown (1994) adds that fluency is an initial goal language teaching. Harel (2007) states that fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking quickly. This statement is supported by Wikipedia (2012) that says fluency in speaking ability is to produce speech in the language and can be understood by its speakers. Meanwhile, Syakur (1987) said speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency.

2.4 Type of Speaking

According to Brown (2001), much of English teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follow:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrases or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the

teaching learning process. The reason is by using drilling, students get opportunity to listen and orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated question or comments, giving instruction and directions. Those replies are usually sufficient and meaningful.

4. Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done pair work.

5. Interpersonal

Like in the transactional, interpersonal speaking here also carried out in a dialogue. It is purposed for maintaining social relationship that for the transmission of facts and information.

These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. this often makes the learners find it difficult to understand the language, or even misunderstood.

6. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for activity, they can use the language appropriately.

2.5 Function of Speaking

Speaking is a interaction between two people or more interact and then, the function of speaking is to the speaker can express the ideas to and maintain social relation among speaker with listener. Furthermore, Brown and Yule (2008) made a useful distinction between two function of speaking, the first one is interaction functions of speaking, in which it serves to determine and maintain social relations, and the second function is transactional function, which focus on the exchange of information. Richards (2008) expanded the functions of speaking

into three-part version framework of speaking functions. They are: talks as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite different in terms of form and function.

According to Nunan (2003) interaction is communicating with someone with for social purposes. It includes both establishing and maintains social relationships. Transactional is involves communicating to get something done, including the exchange of good and services.

From the definition above researcher can defined a successful language interaction it is necessary to realize the use of the language features through mental or social processing with help of 'the rapid processing skill'.

Moreoever, Halliday in Hawes and Thomas (1994) say three major functions of language: the ideational, the textual, and the interpersonal. Two of these, the ideational and interpersonal, have particular relevance to a discussion of how the spoken language is used. Halliday describes the ideational component of language as being concerned with the expressions of content. The interpersonal is concerned with the social, expressive, and cognitive functions language.

The interpersonal function of language is reflected in the kinds of social talk that we participate in throughout the day conversational exchanges with family, friends, colleagues, etc. This kind of relaxed verbal interaction is the use of language to establish and maintain social relations. Halliday's second component language, the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of language to express content and to communicate information. It is in essential aspect of most real-life

situations, whether in study or in business, professional, or most other work context.

Based on explanation above, the researcher concluded that interact with listener so that can convey information and know what they want from the participant. In other hand, the speaker can maintain social relation and speaking has its function which covers talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

2.6 Principle for Teaching Speaking Skill

Principles of teaching speaking by H. Douglas Brown (2012) are:

1. Focus on both fluency and accuracy, depending on your objective

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

2. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

3. Encourage the use of authentic language in meaningful contexts

This is theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.

4. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback 'out there' beyond the classroom, but even they you are in a position to be of great benefit.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to 'speak when spoken to'.

7. Encourage the development of speaking strategies

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

Meanwhile, Ur (2000) said also delivers the idea about five principles for teaching speaking, they are : 1) be aware of the differences between second language and foreign language learning context, 2) give students practice with both fluency and accuracy, 3) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, 4) plan speaking tasks that involve negotiation for meaning, 5) design classroom activities that involve guidance and practice in both transactional and interactional speaking.

From the principle above, the use of design classroom activities that involve guidance and practice in both transactional and interactional speaking can make the students easier to develop their idea and to speak in front of the class and when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible practice the target language in meaningful contexts and situations which help facilities acquisition for all learners rather than grammatical explanation or linguistic analysis.

Moreover, Richards and Renandya (2002) add that there are principles of language teaching such as: (1) Atomicity, (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self-confidence, (8) risk taking, (9) the language-culture

connection, (10) the native language effect, (11) inter language, (12) communicative competence.

2.7 The Nature of Speech

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

Most organic and much expressive information is conveyed in the properties of the carrier, but expressive factors also amplitude and rate of linguistic modulations. The theory also describes the neural linkage between perceptual demodulation and speech motor control that is required for speech acquisition (an imitative behaviour) and realized by echo neurons in the human brain. The imitation of bodily postures and gestures requires analogous structures evidenced in mirror neurons. It remains yet to gain a better understanding of

variation in speaking rate and to incorporate audio visual integration into this framework, which also needs to be made more widely known.

2.7.1 Elements of Speech

While speech is the ability to express your thoughts creatively and accurately with your language, not every day do students and working professionals get a chance to speak in public, but practicing your speech requires consistent effort. Public speaking skill is not something people are blessed with but something that is developed over time. As a speaker, there are 7 general elements of speech that can guide you to prepare your best speech yet.

1. Speaker

The speaker initiates the conversation. Communication begins with a person speaking of something ordinary or something rather complex.

2. Message

The message is the key focal point of a speech. Your message must not only reach the listener but should also be concise, well laid out and well thought out.

3. Channel

A channel refers to the way a message is delivered. Through written form or spoken word, a message can reach its listeners.

4. Listener

The listener is the person that receives a message. A successful speaker always keeps track of their audience and their responses.

5. Feedback

Feedback not only nurtures your speech communication goals, but also creates space for improved discussions. The feedback essentially shows what a listener has understood of a speaker's speech.

6. Interference

Interference can be anything that prevents or hinders the message from being delivered correctly. It could be a protest from the audience or a question rose during your speech.

7. Situation

Situation relates to the time and place of the speech between a parent and child on the child's school performance or a conversation between friends about a game.

Considering that these 7 basic elements of speech are understood, an effective speech can liven the atmosphere and open up opportunities for great ideas. Just remember, you've always got to know what you're talking about and back it up with facts. (A.S.C.E.R.T Institute)

2.7.2 Theory of speech

The speech includes speaking skills. According to Rakhmat (2011) in Dian Nita (2012) in Yasri (2013) mentions three goals speeches, namely informative speech, persuasive speech, recreation speech. In line with this, Bormann and Bormann (1989) also set out three speeches, the informative speech, argumentative speech, and persuasive speeches. Based on these two opinion can be summed up four goals speech, that speech argumentative, persuasive speech,

recreational speech and speech. A text of the speech has structural or systematic. Siregar (1990) states that the systematic of speech include: Greeting, the introduction, materials (content) speech, conclusions, appeals (hope) and, cover.

In line with this opinion, Arsjad, and Mukti (1991) states, roughly speaking systematic are follows: The opening salutation and greeting the audience, convey introduction, delivers his speech, convey the conclusion of the speech, expressed hope, and closing greeting.

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

2.7.3 Types of Speech

According to Gardiner (1932) speech is no bilateral affair consisting of articulate sounds as distinct from meaning, but is really quadrilateral, requiring a speaker, listener, words, and things to be spoken about. The speech arises from a desire of speaker to acquaint a listener with the thing-meant.

Speak properly, and in as few words as you can, but always plainly: for the end of speech is not ostentation, but to be understood (William Penn, 1644-1718). Whatever your reason for speaking, this chapter will help you understand and achieve your goals on any speaking occasion.

As William penn wisely remarked, the primary goal of any speech is to be understood, not to impress the audience with eloquence. There are secondary goals to one's speech, beyond simple communication. Your secondary goal might be to teach the audience a new skill, or you might want to persuade the audience that one type of toothpaste is better than another, or you might simply want to entertain with warm and funny stories of the bride and groom. There are probably as many types of speech as there are speeches given in the sense that every speech is unique, but we can categorize most speeches into four groups as follows:

1. Informative speech

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

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

Major Type of Informative Speeches

In this guide, we focus on informative speeches about: object, processes, events, concepts. These categories provide an effective method of organizing and

evaluating informative speech. Although they are not absolute, these categories provide a useful starting point for work on your speech.

2. Persuasive speech

The persuasive speech has the purpose to make the audience do a certain act. In doing this, the speaker will demolish the objections to the audience politely. After that, the speaker must prove to the audience that the argument he or she emphasize is acceptable.

Tips on Persuasive Speech

a. Be time Conscious

Choosing for a very broad topic in an assigned time won't allow you to cover all the points thoroughly hence resulting in a feeble argument.

b. Choose an Audience-Relevant Topic

When intending to give a persuasive speech, opt for a topic that would keep the audience's interest intact and not bore them immensely. Creating a common ground before convincing someone is an essential pre-requisite.

c. Tell the Audience You Care for the Topic

You have to personally show conviction and give importance for the chosen topic; otherwise you will lack the necessary sentiments to convince your listeners.

3. Demonstrative Speech

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

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

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

4. Argumentative Speech

The argumentative speech has the purpose to appeal to the intellect of the audience or listeners, so that speaker can be able to win them over the speaker’s side. The argumentation speech further aims to persuade the audience to be able to assert the plausibility of a debatable question in the speaker side.

Using Your Words and Arguments Effectively

a. Support Your View Intellectually

Employ generous evidence, illustrations, statistics, quotations, or true stories throughout the speech, but don’t bombard them heavily. Make sure they

spring forth from an authentic source. The more supporting data you include, the more undoubted your argument will be.

b. Don't be offensive

Strictly avoid using sarcastic and mocking comments since this can offend the audience and could make your argument sound totally biased and sentimental. Highlight the other side's viewpoint very liberally and open-handedly.

c. Use a Dash of Humor

You don't want to bore your audience with monotonous repetitious content. Try fitting in sensible and pertinent humor as it refreshes the audience, compels them to reflect on the subject and enhances their receptivity.

d. Identify your weaknesses

Do in-depth self-analysis. Discover your bad habits, if any. Do you tend to pause between your sentences like using "um" frequently? Do you fidget your hand a lot or just stick it on your side? Does your voice tremble adopting a monotone? Watch out for these unwanted notions, and speak with a clear, distinct accent in your voice.

2.7.4 Speech Structure

Now that your speech is outline, you are ready to write. by writing your speech out you will gain a more complete picture of your presentation. Write a speech mostly the same as writing a paragraph or essay. you must write in a clear, natural way so that you speech moves smoothly from one point to the next; however, remember a speech is written to be heard rather than read. It must,

therefore, sound good as well as look good on paper. It must be written using vivid, concrete words which create a clear, colourful picture for the audience it must also be written with words that bounce and glide rather than plod along. Your information should be arranged into a beginning (introduction), a middle (body), and an end (conclusion). The following are tips to help you write each section:

1. Introduction

Your introduction should do the following: Gain the attention of your audience, make it clear what your talk is going to be about, get your audience want to hear more about topic, lead into the main part of your speech. You may use one of these ideas in your introduction :

- a. Use a famous quote
- b. Ask an interesting question
- c. Tell a story
- d. Make a striking statement
- e. Refer to a recent incident

2. Body

The body is the longest part of your speech. And give the important facts. It contains the heart of your information. Plan this part of your speech first, and then you can develop an interaction and a conclusion that are appropriate. Group your notes according to your outline headings. Follow your outline and write it the same way you would any other piece of writing. Arrange your details in the best

possible order-order of importance, chronological order, comparison, cause and effect, and so on.

3. The conclusion

Ends your speech by reminding your audience what the purpose of your speech is. You might tell the why you feel your topic is important or why it may be important in the future. You may invite them to “get involved”, “learn more”, or “try it sometime”, however you end your speech, always know exactly what your final two or three sentences are going to be word for word.

2.7.5 Steps of good speech

Speech preparation plays a very important role in supporting the early success of the speech. Success or failure in a speech mostly determine by the preparation of the speech. Therefore, if the speaker wants to succeed in speech, speech preparation phase 8 below cannot be missed.

Preparation of speech can be done by following these eight steps as below:

1. Preparation mental and adjust the conditions when we speak later
2. Determine the purpose of speech
The purpose must be clear in speech, for what we speak, whether fostering, entertain or persuade.
3. Selecting and convey the main points in the speech

Sometimes the subject matter is determined by the committee before, sometimes we were also given the freedom to choose the main points in the speech.

4. Analyse the audience and the atmosphere in the speech

Speakers should strive to know who will be audience. The number of them a lot or little, they are generally classified as literate or not, how the atmosphere in a speech later, whether the audience sitting or standing, morning or afternoon, indoors or outdoors, and so forth.

5. Gather materials that will be the key word in the speech. We can collect materials in accordance with the subject matter to be presented in many ways, such as;

- a. Reading books, magazines, newspaper and other sources of knowledge appropriate to the subject matter to be conveyed in the speech
- b. Insightful or ask people who have field experience of speech.
- c. Recall experience personally relevant.

6. Create a unique frame speech preparation

Based on the materials collected were the arranged the items to be discussed in good order. Under the main points had held further details, with that understanding that detailed parts that should clarify the main points earlier.

7. Describe in detail the content of speech

Once the framework is completed, then the speakers are free to choose, which speak freely with one-time look at the framework (extempore method), or working on the complete speech words, and then read or memorized (script method or methods of memorization).

8. Exercising with a strong voice in the sense to get rid of nervousness in speech

After all the preparations are complete, speaker can begin to practice speaking out loud as you would in a real speech.

2.8 Past study

1. Yelna Sari.2013. An analysis of students' speech in extracurricular English club at SMK Negri 2 Pekanbaru

The writer has taken the sample from students that participant in English club at SMK Negri 2 Pekanbaru. It has 20 students. The writer was collected the data through the direct observation and document. The writer used padan method to analyzed the data. Sudaryanto (2001) in padan method, the determination means which is used in a research is the aspect outside the language. The analysis conducted in the study is to collect data which are the structural speech, the types and purpose of students' speech by giving the code to the data. Technique provision of this code is used in order to facilitate the author for know the tendencies of the strategies use by the speakers.

Furthermore the authors draw a conclusion from these studies. The result showed that from 20 sample speech, the writer found from the structural speech there were 2 samples fulfil the structural speech, 14 samples have introduction and body, and 4 samples only have the body. Based on the types speech 12 samples use informative speech type, furthermore the purpose of all types is types is to give information to persuade someone, and to give argument about the sentence.

2. VepiNovithaNingsih. 2013. An Analysis of student speech disruption of the eight semester of English department of Islamic University of Riau.

The research focuses on students' speech disruption in their English spontaneous conversation with the lecture. Speech disruption is the condition speaker's speech is interrupted. It is included silent pauses and hesitation. This research is to find out types and dominant hesitation in their speech.

The design of this research is descriptive qualitative. The instrument is spoken test (students-lecturer conversation) and documentation (videotape). The conversations are videotape and transcribed. Each transcription is analyzed based on types of hesitation (filled pauses, repetition, revision, and interjection). The data analysis is obtained based on data reduction, data display, and data conclusion.

The result shows that the occurrence of all types of hesitation was not always found in students' utterance. The percentage of student' speech disruption was filled pauses (52.2%), repetition (35.4%), revision (4.9%), and interjection

(7.2%). In conclusion, each student had different types of hesitation one another and dominant hesitation occurred in their speech was filled pauses (52.5%).



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research consists of one variable that is students' speech; the design of this research is a descriptive research which focused on the qualitative approach. According to Sugiyono (2012) the descriptive research is a kind of research a from research that is based on data collected during the study systematically the facts and the properties of the object studied by combining the relationship between variables involved in it, the interpreted based on the theories and related literature. The purpose of the research is to know the speaking ability students of first semester at English Department in FKIP UIR PEKANBARU.

3.2 The Location and Time of the research

The research conducted at the second semester students of English department of FKIP UIR, located on Kaharuddin Nasution street. The time of research was in November until December 2020.

3.3 The Population and Sample

The population of this research will be the second semester in English department of FKIP UIR. That was selected to find the sample of research.

3.3.1 Population

According to sugiyono (2012), if the sample really represent of population, what is known about the sample is our knowledge of the population. The

implication is, if this research which used really represent of population, so done generally to the population. Population is all of individual of subject research.

The population in this research is the second semester students at FKIP-UIR Pekanbaru. There are four classes. The total number of the population is 154 students in other know the population completely it's described on the table below:

Table 3.1

The population of the Second semester in English department of FKIP UIR

No	Classes	Total of students
1	2A	41
2	2B	32
3	2C	39
4	2D	42
TOTAL		154

3.3.2 Sample

Because the number of population is very large, the researcher takes a sample the sample is only part of population. Gay (1987) states that sampling is the process of selecting a representative number of individual. The samples in this study were all of 32 students' (10 male and 22 female students) of class 2B of English Department of FKIP UIR Pekanbaru. The sampling of this research is

purposive sampling with number 9 sample consisting of 3 male student and 6 female students.

3.4 Instrument of Research

The instrument of this research was used speaking test, documentation and record to find out good students' speech, structural a good speech and types of speech used by student;

a. Speaking test

The students asked to make and performance their speech, they showed their speech in daring with the same topic. The students have a week to prepare themselves for their speech. The speech limited up to 3-5 minutes. The writer gave topic about they are introducing themselves.

b. Record

The researcher used record to see student performance in the speech. The student's recorded themselves performance. Here, the student's use digital camera as a media to record. The researcher analyzed a media to validity the data.

3.5 Data Collection Technique

The technique of collecting data in this research is the researcher collected the data from students' speech in their speech. The speech is limited 3-5 minutes.

The researcher watches the students' performance while they are speaking and the students' speech are recorded in order to get more reliable data.

After listening the result of the students' speech, the researcher analyzed speaking ability of students' speech and the obtain data through the respondents' speech recording focused on student English speaking ability.

3.6 The Data Analysis Technique

Miles and Huberman(1994) suggest that qualitative data analysis consists of three procedures:

1. Data Reduction.

This refers to the process whereby the mass of quantitative data you may obtain-interview transcripts, field notes, observation etc.- is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on.

At this stage, try and discard all irrelevant information, but do ensures that you have access to it later if required, as unexpected findings may need you to re-examine some data previously considered unnecessary.

2. Data Display

To draw conclusions from the mass of data, Miles and Huberman Suggest that a good display of data, in the form of tale, charts, networks and other graphical formats is essential. This a continual process, rather than just one to be carried out at the of data collection.

3. Conclusion drawing/verification.

Your analysis should allow you to begin to develop conclusions regarding your study. These initial conclusion can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

In order to get the descriptions of the students' speaking ability. The analysis used descriptive qualitative, where explored and observed all of data. The data in recording are transcribed in written language. The data classify all components and be organized based on students' mistake in choosing speech. The researcher collected data related to the topic of the analysis of students' speech. In collected and alayzed the data, the researcher analyzed how good the students English speech student at fkip-uirPekanbaru used this holistic scoring rubric as follow;

Scoring Rubric

Table 3.2

Speaking assessment adapted from Brown (2010:212-213)

No	Criteria rating	Scores	Description
1	Pronunciation	5	Equivalent to and fully accepted by educated native speakers
		4	Errors in pronunciation are quite rare
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		2	Accent is intelligible though often quite faulty

To be continued

		1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language
2	Grammar	5	Equivalent to that of an educated native speaker
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topic
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar
		1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
3	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, and pertinent cultural references
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs

To be continued

4	Fluency	5	Complete fluency in the usage such that his speech is accepted by educated speakers
		4	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation in the range of this experience with a high degree of fluency
		3	Can discuss particular interests of competence with reasonable. Rarely has to grope for needs
		2	Can handle with confidence but rare with facility most social conditions, including introductions, and casual conversations about events, as well as work, autobiographical information
		1	Not specific fluency description. Poor to other four language areas simplified level of fluency

According to scoring aspect, the range of scoring is from 1 to 4 so maximum score is 4 each indicators. Therefore maximum score is 20 of individual score (X) can be determined. The average score (X) was used to test the assumption of the research.

In scoring the students' speaking ability, the researcher used the scoring which found in harris (1996). All the aspects of speaking is divide by five analyzing the students' speaking ability can be done as follows:

$$\frac{SA=P+G+V+F}{4}$$

SA = Students' speaking ability

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

Finding out the mean score of the students' answers by using the following formula:

$$M = \frac{X}{N}$$

M = Mean score

X = Total score

N = The total number of students

To find the frequency of classification students' ability, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage of students' ability

F: The frequency of students' ability

N: Total number of students who do the test

(Sudijono: 2002)

Table 3.3
Classification of Speaking

Score	Percentage	Category
4.2 – 5.0	80% - 100%	Excellent
3.4 – 4.1	60% - 79%	Very Good
2.6 – 3.3	50% - 59%	Good
1.0 – 2.5	0%-49%	Poor

The researcher analyzed how good the students English speech students at English language education at UIR pekanbaru used this holistic speech rubric as follow:

3.4 Speech Rubric

Criteria	Rating Excellent	Rating Good	Rating Satisfactory	Rating Needs Improvement	Score
Introduction	1. Gets attention 2. Clearly identifies topic 3. Establishes credibility 4. Previews the main points	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Body	Main points are clear, well supported, and sources are documented	Main points are somewhat clear, some support, and some documentation	Main points need clarity and support lack of sources and documentation	Main points are not clear and have no support and no sources or documentation	
Conclusion	1. Reviews main points 2. Bring closure 3. Memorable	Review main points, brings closure	Bring closure	Does not bring closure; the audience is left hanging	
Eye Contact	Eye contact with audience virtually all the time (expect for brief glances at notes)	Eye contact with audience less than 80% of the time	Eye contact with audience less than 75% of the time	Little or no eye contact	
Use of language	Use of language contributes to effectiveness of the speech,	Use of language does not have negative	Use of language causes potential confusion,	Use of language is inappropriate	

To be continued

	and vocalized pauses (um uh er etc.) distracting	impact, and vocalized pauses (um uh er etc.) distracting	and/or vocalized pauses (um uh er etc.) are distracting		
Body language	Body language, gestures, and facial expression adds greatly to the message	Body language, gestures and facial expression compliment message	Body language, gestures, and facial expression lack variety and spontaneity	Body language, gestures and facial expression are lacking or inappropriate	
Clarity	Speaks clearly and distinctly all the time with no mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced words	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Often mumbles or cannot be understood with more than three mispronounced words	
Topic is specific, follows assignment adapted to audience	Topic is specific, appropriate and adapted	Topic is clear appropriate and somewhat adapted	Topic lacks clarity and focus needs adapting to audience	No specific purpose inappropriate for audience or occasion	
Visual aids	Visual aids well chosen and presented	Minor problems with visual aids	Significant problems with visual aids	No visual aids	
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	

(Adapted from Dan Rooney 1998)

Total score divide by 10 for an average to get the category rating. After get the score the researcher decided the category rating as follows:

- 9-10 score : Excellent
- 8-9 score : Good
- 7-8 score : Satisfactory
- 6-7 score : needs improvement



Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This chapter discusses the result of the data analysis an title: An Analysis of students' speaking ability of second semester at English department UIR Pekanbaru. In this chapter, the researcher would findings based on the data. In speaking ability, the students were assessed in four terms, they were: vocabulary, pronunciation, grammar, and fluency. And speech assessment based on the data.

After collecting and analyzing the students' speaking, the ability can be seen and the following figure:

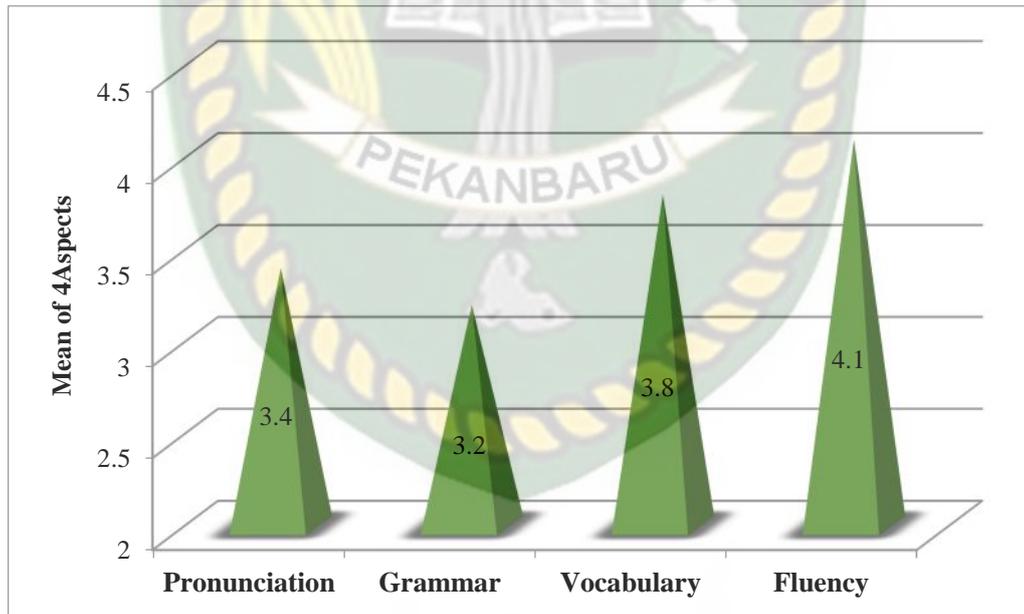


Figure 4.1: The mean of four aspect in students' speaking ability

Based on the figure above, the students' score in pronunciation aspect is 3,4, while grammar had 3,2. For the vocabulary 3,8, then fluency had 4,1. The

highest is fluency and the lowest is grammar, it reveals that most of students' can usually handle elementary constructions quite accurately but does not have through or confident control of grammar.

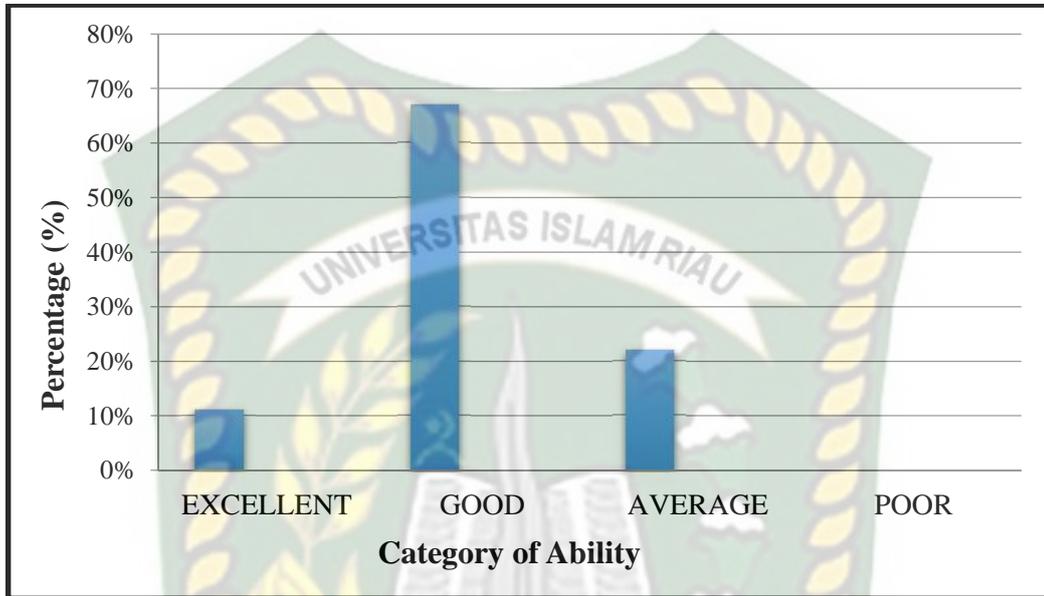


Figure 4.2: The category of students' speaking ability

From the figure above depicts the ability of the students' speaking classified into four categories; excellent, good, average, and poor. Among those categories, most of the students were in good category with almost 6 students, then 2 students in average category, while the excellent category only placed 1 student. In other words, the ability of second semester students at english department at islamic university of Riau in speaking ability was good.

After analyzing the score for each aspect of speaking, the researcher generally calculated their presentage. It can be seen in the following table:

Table 4.1 The Students' Speaking Ability on Speech

No	Score	Ability levels	Frecuency	Percentage
1	4.2 – 5.0	Excellent	1	11%
2	3.4 – 4.1	Good	6	67%
3	2.6 – 3.3	Average	2	22%
4	1.0 – 2.5	Poor	0	0%

Based on the information above, total students who have been speaking ability on speech were 9 students. 6 students categoriez in good. 2 students were average category and another 1 student was in excellent category. It can be concluded that the students' speaking ability on speech at English department of islamic university of Riau was good.

This is the calculated of the students' score in speaking ability on speech to get the mean score:

$$S = \frac{P + G + V + F}{4}$$

$$S = \frac{3,4 + 3,2 + 3,8 + 4,1}{4}$$

$$S = 3,7(\text{GOOD})$$

4.1.1 Speech Assessment

In this research, 9 students participated in making speech performance. The speech structural is assessed according to Rooney (1998). The result of assessment is the presented in the following table:

4.2 The Speech Speaking Assessment Result

Students'	Duration	Title	Criteria										Overall Score
			Introduc tion	Body	Conclusion	Eye Contact	Use of Language	Body Language	Clarity	Topic	Visual Aids	Time	
S1	1:22	Introdu ce your self	9	8	8	8	7	7	8	9	9	8	81
S2	1:23	Introdu ce your self	9	8	9	8	7	7	9	9	9	8	83
S3	1:14	Introdu ce your self	9	8	8	7	7	8	8	9	9	7	80
S4	1:11	Introdu ce your self	9	8	8	9	8	9	9	9	9	7	85
S5	1:04	Introdu ce your self	9	8	8	9	7	8	8	9	9	7	82
S6	1:17	Introdu ce your self	9	8	8	9	7	7	8	9	9	7	81
S7	1:03	Introdu ce your self	9	8	8	8	7	9	9	9	9	7	83
S8	1:10	introdu ce your self	8	8	8	7	7	7	7	9	9	7	77
S9	2:52	introdu ce your self	8	8	8	7	7	7	7	9	9	9	79
Average			8.77	8.00	8.11	8.00	7.11	7.66	8.11	9.00	9.00	7.44	82.2

Information Code :

S : Student

It can be seen that the highest scores are S4, S2, and S7 with the same title, namely “ Introduce Yourself”. While the lowest were S8 and S9 with the same title. Cinematography and editing were very thoughtful in their delivery. Overall, they make a good description to display to introduce themselves to each other. Rather than a few mistake, they help good grammar assessment speaking is vocabulary, grammar, pronunciation and fluency.

4.2 Discussion

1. Pronunciation

Based on the data presentation, the students' pronunciation is good. According to Eva Faliyanti and Ridhomela Prasesti (2016) Pronunciation is the way how to say or pronounce the words as well as the native speaker. One of these components is very important to build a communication. In this research, the resercher found that students' get 3,4 in pronunciation aspect. The students' errors never interface with understanding and rarely disturb the native speaker and the accent may be obviously foreign.

Although most of students pronunciation is good, it cannot be inferred that the students pronunciation is high-quality. The reason is because their are view students are in average level. If it is seen from their accent that maybe obsiously foreign.

2. Grammar

Based on the data presentation, the students' grammar is good. According to Puspitaloka, N (2019) Grammar, which is one of the important aspects in learning, should be mastered by the students because without sufficient understanding and mastery of that aspect, one cannot use the target language learn in both written and oral communication. In this research, the resercher found that students' get 3,2 in grammar aspect. The students control grammar is good. They able to speak the language with sufficant structural accuracy to participate effectively in most formal and informal conversations on practical, social, and profesional topic. And students can usually handle elementary constructions quite accurately.

3. Vocabulary

Based on the data presentation, the students' vocabulary is good. According Alqahtani (2015) vocabulary is a crucial aspect in learning a language as languages are based on words. In this research, the resercher found that students' get 3,8 in vocabulary aspect. Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, and pertinent cultural references

Students can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. Students 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.

4. Fluency

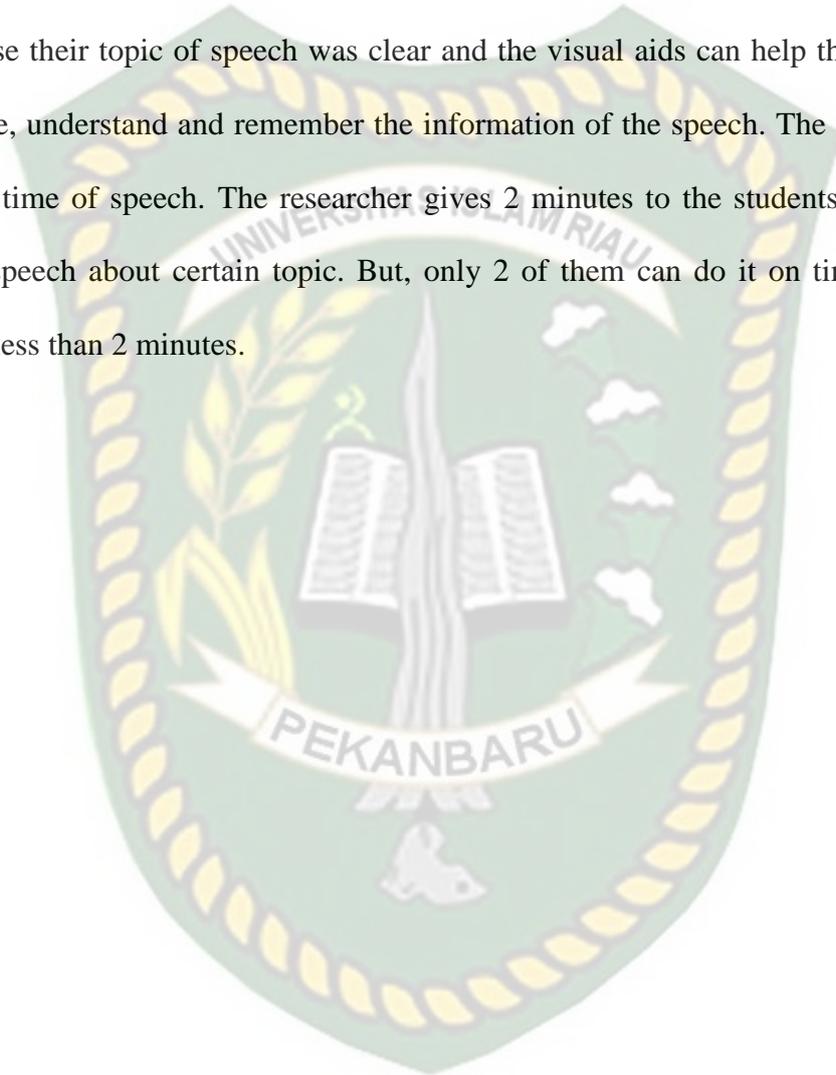
Based on the data presentation, the students' fluency is excellent. According Bailey (2003) the term fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication. In this research, the resercher found that students' get 4,1 in fluency aspect. Students Complete fluency in the usage such that his speech is accepted by educated speakers. Students Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation in the range of this experience with a high degree of fluency

5. Speech

From the analysis of students' speech, the researcher found that most of the student speech are good. This is defined specifically by the introduction of the speech, the body, conclusion, eye contact, use of language, body language, clarity, topic, visual aids and time or duration. The introduction of the speech should be identify the topic and have the audience attention. Based on the result, almost every student got good grade. For the body of the speech, all student got only 8 because they do not enclose any source to support their speech. Meanwhile, in the conclusion part, the student got problem in reviewing their main point of the speech and close the speech without any other explanation.

For the eye contact, half of the student have good grade. They maintain their level of eye contact throughout the speech. Eye contact is an essential tool for making a connection and establishing credibility with the audience. The next criteria is use of language. In this part, the student got difficult to deliver their speech without being nervous. It has an impact on how the audience receive the speech. Furthermore, using language that is familiar to the audience. If the audience cannot understand what the speaker saying, the speech must not be effective. So, the students' use of language was not really good. Body language also one of the criteria to define whether the students have a good speech or not. Based on the result, only few students got good grade in body language and the other not really good because they did not have variations in their body language such as facial expressions, had gestures and movement.

The next criteria is clarity. Clarity is an essential feature of a good speech. A speech should be clear and unambiguous so that the audience can understand it easily. But, there were some students who got difficult in this part so their speech became ineffective. For the topic and visual aids all the students got good grade because their topic of speech was clear and the visual aids can help the audience engage, understand and remember the information of the speech. The last criteria is the time of speech. The researcher gives 2 minutes to the students to present their speech about certain topic. But, only 2 of them can do it on time and the other less than 2 minutes.



BAB V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The researcher is focused on students speaking ability. Speaking performance was recorded and analyzed in order to describe the students' ability in speaking English. The location of this research was at English study program FKIP-UIR Pekanbaru. The researcher took 9 from 32 students as a sample. Analyzing the data is presented in the previous chapter. There are several points can be forward for the conclusion of this research relate to a second semester students of FKIP-UIR Pekanbaru in this describing their ability in speaking English. The conclusion could be described as follows:

1. Speaking is one of four skills which have to be acquired learning language. Speaking becomes the most important skill for a lot of people. They regard speaking ability as the measure of knowing language. It means that speaking is an important in learning a language.
2. Based on the result of analyzing of students speaking ability of the Second semester of English department UIR Pekanbaru found that average of their speaking skill is which categorized as "good".
3. The research also found that the average speaking ability categorized good in most every aspects. For pronunciation the mean score was 3,4. While grammar get 3,2 and vocabulary get 3,8. The highest score was fluency with 4,1 and categorized as excellent.

4. Using speech in speaking learning has the potential to promote speaking and speaking skills. Develop students' multimodal literacy, for example telling about their personal life, hobbies, preferences, and reasons for choosing English major. This activity has many benefit in language aspects such as vocabulary, fluency, pronunciation and grammar. The students assumed the speech activity positively.

5.2 Suggestion

Based on result of analysis and conclusion above, the researcher would like to give suggestion as follow:

1. For the teachers
 - a. Give a valuable input to the teacher about the technique as new strategy to teach speaking.
 - b. It stimulated the teachers to motivate theirs students especially in speaking English
 - c. It stimulated the teachers to found new method to increase the students speaking ability.
2. For students
 - a. To increase the students ability in learning speaking. To erase students mindset that learning speaking is not difficult and they can learn to speak in easy ways
 - b. They were motivated to improved their interest in learning English since they were found that speaking English.

3. For the researchers
 - a. To complete one of the requirements for the award of degree.
 - b. The result of this research was used as started point to increase the teaching and learning activities in speaking class.



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