AN ANALYSIS OF STUDENTS' SPEAKING SKILL AT THE SIXTH GRADE OF

ELEMENTARY SCHOOL OF AN NAMIROH PEKANBARU

A THESIS

Intended to Fulfill One of the Requirements for the Awards of Sarjana Degree in English Language Teaching and Education of Universitas Islam Riau

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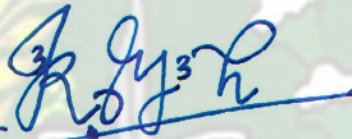**2021**

THESIS APPROVAL

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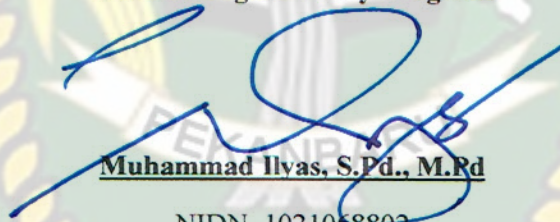
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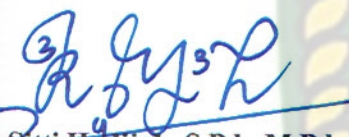
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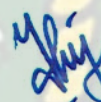
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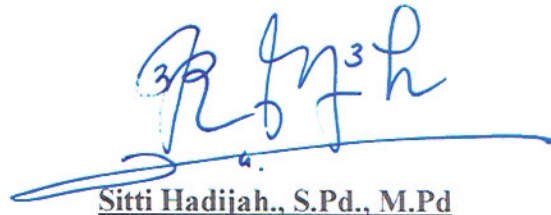
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Judul Tugas Akhir (Bahasa Inggris)	: An Analysis of the Students Speaking Skill at the Sixth grade of Elementary Schooll of An Namiroh Pekanbaru.
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NO	Hari/Tanggl Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	05/27/2019	Chapter I	Revised	
2.	05/29/2019	Revised Chapter I	Revised	
3.	01/29/2020	Chapter II & III	Revised	
4.	03/02/2020	Revised Chapter II & III	Revised	
5.	06/19/2020	Acc to Join Seminar Proposal	Approved	
6.	07/27/2020	Seminar Proposal	-	
7.	09/14/2020	Revised Chapter I, II & III	Revised	
8.	08/24/2020	Took the Data	Approved	
9.	04/28/2021	Revised Chapter IV & V	Revised	
10.	06/15/2021	Acc to join Thesis Examination	Approved	
11.	07/15/2021	Thesis Examination	-	

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The undersigned researcher,

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I declare that my thesis is based on my own efforts and words, except for certain theories were quoted from various sources and provided in references. I am responsible for the accuracy and substance of the data.

Pekanbaru, 28th June 2019

The Researcher

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ACKNOWLEDGMENT

Bismillahirrohmnirrohim

The researcher expresses her gratitude to Allah SWT, the lord of the universe for blessing and giving her the ability, health and mercy to complete this research entitled of **"An Analysis of Students' Speaking skill at the Sixth Grade of Elementary School An Namiroh Pekanbaru".** Then Shalawat and Shalam to our big prophet Muhammad SAW, that shows us the greatest way to live.

This paper is intended to fulfill one of the requirements for the Sarjana Degree in English Study Program at Faculty of Teacher Training and Education, Universitas Islam Riau. The researcher expresses her gratitude for all corrections, revisions, suggestions, and acknowledges that many people have contributed to the success of this thesis. Hence, the researcher would like to express her heartfelt gratitude, appreciation and honor to the support that the researcher has received from this following inspiring people:

1. Prof. H. Syafrinaldi SH, MCL, the Rector of Universitas Islam Riau.

2. Dr. Sri Amnah, S,Pd., Msi, dean of UIR's Faculty of teacher Training for their guidance to the researcher.

3. Mr. Muhammad Ilyas,S.Pd., M.pd the head of the English Education Study Program and Mrs. Sri Wahyuni, S.Pd., M.Pd the vice department of English Study Program for their ideas and support.

4. I would like to thank my supervisor, Miss Sitti Hadijah,.S.Pd.,M.Pd for her benevolence, intellectual generosity and priceless contributions to the researcher. Your insightful feedback pushed me to sharpen my thinking and brought my work to a higher level.

5. All inspiring lecturers of English Education Study Program Universitas Islam Riau for their support and guidance to the researcher.

6. I would like to thank my parents for their wise consul, sympathetic ear, love, pray and continuous encouragement. And you are always there for me.

7. Mr. Iskandar, S.Pd the head master of Elementary School of An Namiroh Pekanbaru.

8. Mrs. Arni Amrida Putri, S.Pd and the students of the sixth grade of Elementary School of An Namiroh Pekanbaru who helped the researcher during this research.

9. Mr.Will Amstrong, BA (Hons) who helped the researcher as one of the raters for this research.

10. Finally, I would like to thank to all of my friends. I could not have completed this thesis without the support of my friends, that provided stimulating discussions as well as happy distractions to rest my mind outside of my research. Then, thank you for your unending support and continuous help dudes.

ABSTRACT

Maita Sari. 2021. An Analysis of Students' Speaking Skill at the Sixth Grade of Elementary school of An-Anamiroh Pekanbaru. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Speaking Skill, Challenges of Speaking.

Speaking is the process of building and sharing meaning in a variety of settings using verbal and nonverbal symbols in a variety of contexts. Furthermore, speaking is a very essential and complex skill that needs a long time to develop. In developing this skill, people have to practice as often as possible. But, in reality it is still a matter of concern and there are only a few students who master speaking. Hence this research aims to know the level of students' speaking skill and to find out their challenge in speaking at the sixth grade of elementary school of An-Namiroh Pekanbaru.

This research worked on a descriptive quantitative method that involved 15 students. The students were assigned to speaking test for 1-3 minutes about some selected topics (family, friends and home). The researcher analyzed the students' speaking skill by using 3 indicators grammar, vocabulary and pronunciation. The students' speaking performances were scored by three raters who have been teaching English professionally for over 10 years. Then, the students' speaking scores were categorized into five levels: excellent, very good, good, fair and poor. After that, the researcher interviewed the students to find out their challenges in speaking English. Then, the researcher categorized their challenges in speaking Inhibition, Nothing to Say and Mother-tongue Use.

Based on the finding of the analysis, the students' speaking level of the sixth grade of elementary school of An-Anamiroh Pekanbaru was in Good level with the average of 69.47. Then, based on the interview to the students there are some factors that found by the students in speaking English such as grammatical errors, pronunciation, afraid of making mistakes and mother tongue. It can be concluded that the students of the sixth grade of elementary school of An Anamiroh Pekanbaru have a good level, but the students still have difficulties in speaking.

ABSTRACT

Maita Sari. 2021. Analisis Keterampilan Berbicara Siswa Kelas VI SDN An-Anamiroh Pekanbaru. Tesis. Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci: Keterampilan Berbicara, Tantangan Berbicara.

Berbicara adalah proses membangun dan berbagi makna dalam berbagai setting menggunakan simbol verbal dan nonverbal dalam berbagai konteks. Selain itu, berbicara adalah keterampilan yang sangat penting dan kompleks yang membutuhkan waktu lama untuk berkembang. Dalam mengembangkan keterampilan ini, orang harus berlatih sesering mungkin. Namun pada kenyataannya masih memprihatinkan dan hanya sedikit siswa yang menguasai speaking. Oleh karena itu penelitian ini bertujuan untuk mengetahui tingkat keterampilan berbicara siswa dan untuk mengetahui tantangan mereka dalam berbicara di kelas enam sekolah dasar An-Namiroh Pekanbaru.

Penelitian ini menggunakan metode deskriptif kuantitatif yang melibatkan 15 siswa. Para siswa ditugaskan untuk tes berbicara selama 1-3 menit tentang beberapa topik yang dipilih (keluarga, teman dan rumah). Peneliti menganalisis keterampilan berbicara siswa dengan menggunakan 3 indikator tata bahasa, kosa kata dan pengucapan. Penampilan berbicara siswa dinilai oleh tiga penilai yang telah mengajar bahasa Inggris secara profesional selama lebih dari 10 tahun. Kemudian, skor berbicara siswa dikategorikan ke dalam lima tingkatan: sangat baik, sangat baik, baik, cukup dan buruk. Setelah itu, peneliti mewawancarai siswa untuk mengetahui tantangan mereka dalam berbicara bahasa Inggris. Kemudian, peneliti mengkategorikan tantangan mereka dalam Inhibition berbicara, Nothing to Say dan Mother-tongue Use.

Berdasarkan hasil analisis, tingkat berbicara siswa kelas VI SD An-Anamiroh Pekanbaru berada pada tingkat Baik dengan rata-rata 69,47. Kemudian berdasarkan wawancara kepada siswa ada beberapa faktor yang ditemukan oleh siswa dalam berbicara bahasa Inggris seperti kesalahan tata bahasa, pengucapan, takut membuat kesalahan dan bahasa ibu. Dapat disimpulkan bahwa siswa kelas VI SD An Anamiroh Pekanbaru memiliki tingkat yang baik, namun siswa masih mengalami kesulitan dalam berbicara.
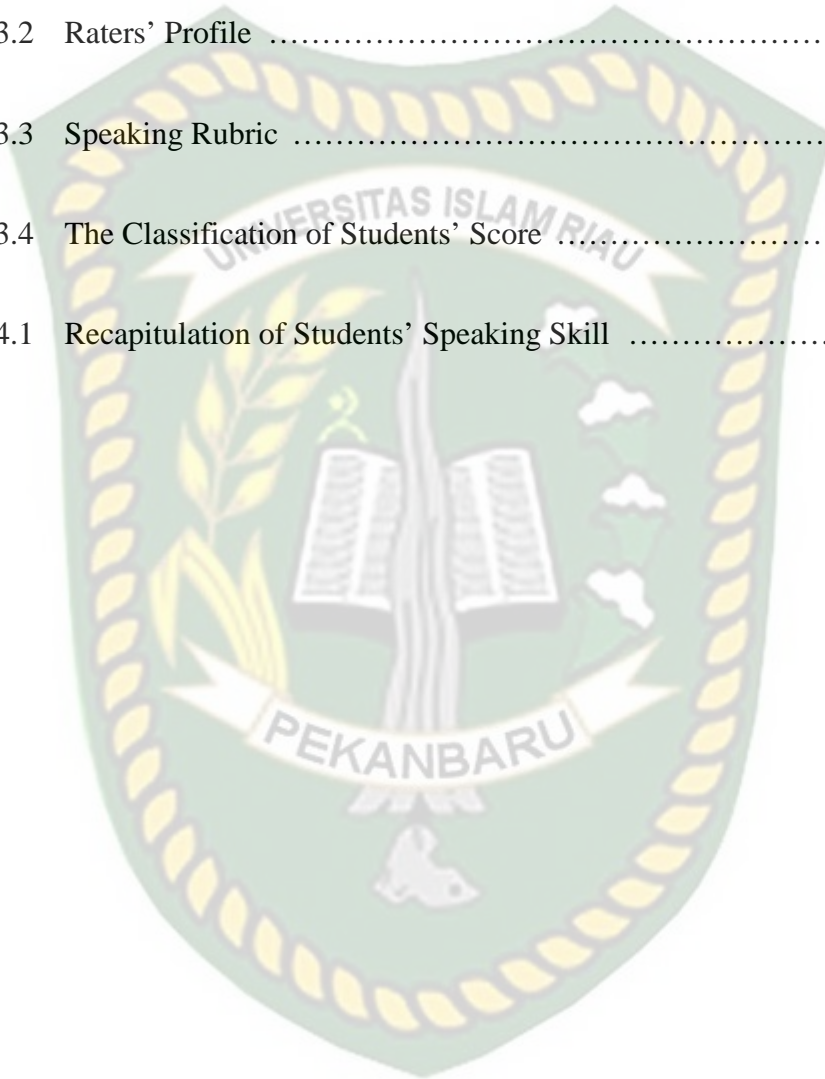
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

It is no doubt that learning English is an absolute necessity, not only for an adult but for youthful age as well, since English has been adopted as an International language and utilized as a tool of communication in this globe. However, having good communication skills is very essential, it is deemed to be mastered in order to communicate globally. Then, it will be used if they want to express everything that they have in their mind.

In Accordance with (Socheath, 2018), speaking is the process of building and sharing meaning in a variety of settings using verbal and non-verbal symbols in a variety of contexts. Speaking is a device to convey and take the individuals simply to interact with, even though they come from a different country. Besides, Speaking is one of the productive skills that is important to getting achievement in English (Asilestari, 2018). Then, having a great ability in speaking English, it will help you in many aspects. First, it will lead people to get a higher level of education, such as study overseas. Second, in having good speaking skills, people will get a better job and it will be a plus value for the employee to be accepted in some companies. Third is traveling, with a good understanding of communication in English makes it easier to go around the world.

Due to the importance of speaking skill, it is a complex skill that needs a long time to develop. In developing this skill, people have to practice as often as possible. Aside from that, in Indonesia English is one of foreign languages that is

1

used in formal or informal occasions. In reality, it is still a matter of concern and there are only a few students who master speaking, because there are some problems faced by the students. First, the students don't have a self-confident to speak in front of others. Second is the environment, the students are not supported by the environment to practice, because they don't have a place to practice. Third, the students have a lack of vocabulary. In brief, every student has a different perception of why they get problems in speaking.

However, English in Indonesia has been taught in Elementary school, even though it is not a compulsory subject but as a local content, the students still learn it at least once a week. Leading to the new government curriculum, that English lessons in elementary schools are not mandatory. But, in some private and international schools English taught as a compulsory subject, then encourages English as a communication tool inside or outside of the classroom. It will be focused on listening, speaking, and building vocabularies Afriani (2017). This way is to introduce English at an early age to young people to help them to master the language better.

In teaching English for young learners have different strategies and methods. Teaching English for young learners, according to (Suyanto, 2014) by developing what they already have, children will learn from the surrounding environment and interact with what is found around them. By interacting, children will learn something and try to find out the way to solve their own problem. Vigotsky in (Suyanto, 2014) said that social interaction with other people around the children, especially the parents will help the children to learn faster in using

language. Hence, currently a large number of young people can speak English fluently, especially for those who live in big cities. Some parents prefer to send their children to international schools where English is used as the main language in the classroom, and also send their children to take English courses at a very young age.

In addition, based on the researcher's interview with a teacher at elementary school An-Namiroh Pekanbaru, the researcher found that English is taught as a compulsory subject, and the students are also encouraged by taking English course facilitated by the school. Then, elementary school An-Namiroh Pekanbaru also uses an additional curriculum which refers to the Cambridge curriculum. Besides, all of the subject books are using English, in order to support the students with better communication in English. Further, the teacher said that the students are trained to speak English better. They are encouraged to speak English even though they have to mix the language with Indonesian. In order to improve the students' speaking skill, the school provides an extracurricular of English once a week, to support their English learning. Before joining the extracurricular the students have a primary test first, in order to categorize the students' English level.

Moreover, the students also use a special English book which is different from others and working collaboratively with Cambridge, which focuses on learning English in a more communicative and interesting way, such as using games and videos. Then, the book is claimed to be very effective to enhance the students' English skill, especially speaking. Additionally, this research is directed

to 6th grade elementary school students. Since students in grade 6 have studied the whole set of English material in elementary school. This is the underlying reason why this research only leads to grade 6, because it is to find out how well they have mastered the English material that has been studied.

However, there are some studies about speaking skill, one of the researches is analyzed by Anita Rinanda (2017) the research title is an analysis of speaking ability of the second-year students at MTs Hasanah Pekanbaru. The researcher wants to know the level of speaking ability and uses one instrument to collect the data. The instrument is a voice recorder. In doing the research, the researcher is used story telling as a material. When the students are speaking, the researcher uses the scoring rubric to assess the students. Then, to collect the data, the researcher did an observation in the classroom, and saw the activities of speaking in the classroom by recording it.

Nevertheless, this research was different with previous research. It could be seen from the subject and instrument. In this research, the researcher was going to use speaking test as an instrument. Then the previous research, the subject was focused on junior school. Then this research focused on the level of the students' speaking skill and fulfill at elementary school, which no one previous research did it.

Based on the description above, the researcher is interested to conducting a research about **"AN ANALYSIS OF STUDENTS' SPEAKING SKILL AT THE SIXTH GRADE OF ELEMENTARY SCHOOL OF AN NAMIROH PEKANBARU".**

1.2 Setting of the Problem

Nowadays, English language is not compulsory subject in elementary school, and has been taught as an extracurricular only. However, in some private and international schools English is taught as a compulsory subject.

Elementary school of An Namiroh is one of the private schools in Pekanbaru that uses English as a compulsory subject. In addition, the school uses English learning source which is provided by Cambridge. In the school, the students are trained by the teachers to learn English better, for example change "saya" become "I" and "kamu" become "you", and mention objects around them using English in their daily communication. This method is completely good to improve the students speaking skill by practicing every day. Morever, to improve the students in mastering English particularly speaking, the school provides courses for the students, to take course activity students are required to take the placement test first. It is to know the level of the students in English and provide proper portions of the lessons.

Besides that, Elementary school of An Namiroh Pekanbaru uses a special English book and syllabus from Cambridge, it is different from other schools. However, by using Cambridge curriculum the students are expected to learn English better, such as speaking as daily communication. All of the subjects' books that they use are full of English language, it can be said that by using full of English book will encourage the students' communication skills. Then, the methods that the teacher uses make the students more fun in learning English as

young learners, such as using games and videos. By applying the method, the students have better learning experience, especially in speaking English.

In short, Elementary school of An Namiroh Pekanbaru is one of the private schools that used Cambridge for their curriculum and used full English book for all subjects. By using this method, it makes the system of learning and understanding in English more efficient, especially for speaking skill.

1.3 Limitation of the Problems

The sixth-grade students in elementary school of An Namiroh Pekanbaru learn English skills communicatively. They are trained to master the English, not only using the compulsory syllabuses that are provided by the government, but the school also uses additional learning sources from Cambridge. In this case, the researcher is focused on studying the students' speaking skill by looking at 3 indicators: grammar, pronunciation and vocabulary, which was adopted from Suyanto (2014). Also, this research is focused on the challenges that faced by the students in speaking skill by using Ur in Samira's (2015) theory, which are inhibition, nothing to say and mother tongue use.

Doe to the pandemic situation, there are some challenges that faced by the researcher on taking the data for this research. In the fact of that, the process of collecting the data used an online application, namely WhatsApp for contact the students. Meanwhile, the challenges are: that occasionally the signal is insufficient, causing communication to stutter. Then, some pupils are unable to attend the meeting according to the scheduled meeting time. As a result, time for research must be added, started only 2 weeks became 3 weeks held.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem of this research as:

1. How is the level of students' speaking skill of the sixth grade at An Namiroh Elementary school Pekanbaru?

2. What are the challenges faced by the students in speaking?

1.5 Objective of the Research

The objective of this study is to find out:

1. To know the level of students' speaking skill at the sixth grade of An-Namiroh Pekanbaru.

2. To find out the students' challenges in speaking.

1.6 Significance of the Research

This research is expected to give valuable contribution to the followings:

1. For the researcher, this research is expected to be useful for the researcher and future researcher to get some theories for their references. Also, this research is place to actualize the knowledge that has been gained during the lectures.

2. For the teacher, the result of this research is expected to know the students' speaking skill and to inform which level their students are at SD An Namiroh Pekanbaru.

3. For the students, to help the students' speaking ability to be better.

1.7 Definition of the Key Terms

To prevent misunderstanding and ambiguity, several words need to be defined:

1. Speaking skill

Brown (2000) explained that speaking is the the product of creative construction of linguistic strings within which the speaker makes choices of lexicon, structure, and discourse. Moreover, (Harahap et al., 2015) said that speaking is a language skill or communication in which people can express their ideas, feelings and information orally to others.

2. Young learner

According to (Suyanto, 2014) said that young learners are elementary school students aged between 6-12 years and can be divided into 2 groups: Younger Group 6-8 years old and Older group 9-12 years old.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Speaking

Speaking is one of the four skills of English language that needs more attention for everyone including students, because speaking plays an important role in communication. As human being needs to mingle and build a connection with others and master in speaking is a must. Many people feel that speaking is harder than other skills (reading, writing, and listening). Because speaking happens in real time, when you speak you cannot edit and revise what you say. Also, in mastering this skill, we need to know the comprehension and structure of English, to make the sentence be able to understand with others.

(Brown, 2000) explained that speaking is productive skill that may be directly and empirical observed. Spontaneity in speaking is much needed, because speaking produces the words directly and in real time. Nunan in Asilestari (2018) said that speaking is oral skills which consist of producing system verbal sentence to convey meaning. Speaking is the way people produce the word with verbally and able to make people understand, as communication system in daily communication. Also, speaking is the ability of someone to convey the meaning and express their idea, feeling, emotions and thought with verbal communication.

(Fadil et al., 2018) explained that speaking skill is considered necessary in communication. It is part of communication while to listen and communication with others orally as well to obtain meaning and have good interaction.

According to (Nuraini, 2016) stated that speaking is expression in sending or giving from 1st speaker to 2nd speaker. As we know in sending or giving message in speaking uses verbal language, correctness and understanding of both speakers will make the success of communication. Because the key of communication is good in speaking, such as know the structure, intonation, pronunciation and the important one, understands what others talking about. Also, to make the conversation or communication can be well connected, both of the speakers need to know and understand the style and expression of language that used by them self.

Talking about speaking, Kurniawan, Syafrizal, & Fernandita (2018) said that speaking is the important part of mastering Eglish to get many adventages especially in information, communication and technology. In line with globalization area, English as one of the international language in the world. Nowadays, everything is easy if someone could master in English especially speaking skill. In communication, speaking skill is very nedeed in order could make people be able to interect and communicate easier eventhough come from different countries in the world. It can be help people such to guide tourist, to serve the guest and to promote tourism object. However, if you want to know about new information such as science, all education systems and new invention English is the key to know about it.

As noted above, speaking is the way people sending and giving their expression through verbal system in giving information as a tool of

communication. Where, without mastering this skill, it will make people get hard to express what they have in their mind and socializing.

2.1.2 Components of Speaking.

In having skill to speak English is very important in humans live since the purpose of learning is to allow the students to use the language in communication. Language has a social function in communication, to interaction with other people, expressing ideas and responding opinion.

In addition, speaking is not just about how we talk smoothly and effectively to be comprehended by other but it also has components that clarify the way we produce the expression of sentences definitely and precisely to be understood by others. However, it needs to pay attention to components that exist in speaking skill. Asilestari (2018) explained that there are five components of speaking skill concerned with it, such as:

a. Grammar

It is required for students to arrange an appropriate sentence in conversation. According Brown in Asilestari (2018) explained that grammar is the rule of significant part of a language that to connect massages that are comprehensible. Heaton in (Asilestari, 2018) said the students' ability to control structure and to recognize an appropriate grammar structure in suitable ones. The utility of grammar is additionally to become familiar with the right method to expertise in a language in oral and written structure.

b. Vocabulary

Someone can't effectively communicate or present their thought both in oral and written form if they don't have in the event that they don't have adequate vocabulary. So, vocabulary implies the suitable word usage which is utilized in communication.

c. Comprehension

Comprehension alludes to the speakers' understanding about what are they saying to the listeners to abstain from misunderstanding information. If somebody answer correctly, it shows the person comprehend and understand well.

d. Fluency

Fluency in speaking is the purpose to learn kind of language. Fluency can be confirmed as master in speaking how to speak fluent and accurately.

e. Pronunciation

(Asilestari, 2018) explained that, pronunciation is a manner in which the students produce more clear language when they talk. It manages the phonological procedure that alludes to the segment of a grammar comprised of the component and rules that decide how sounds fluctuate and design in a language.

2.1.3 Basic Types of Speaking

Therefore, to be able on speaking English in fluently and accurately, students should practice as often as possible. To know the level of our speaking, we should know the assessment from the test. Below to have a great influence in speaking skill:

According to (Brown, 2000) the assessments test for speaking said that speaking skills cover at least five kinds of speaking skill as in the following:

1. Imitative

   The goal of this type of speaking is to test the students' ability in imitating appropriate pronunciation either from recording or from the teacher.

2. Intensive

   The goal of this type of speaking is to test the students' ability in reading a passage loudly to show their intonation, stress, rhythm, and juncture (the production of short stretches of oral language).

3. Responsive

   The goal of this type of speaking is to test the students' ability in responding the short conversations, standard greetings, small talks, simple requests, etc.

4. Interactive

   The goal of this type of speaking is to test students' ability in responding to long conversations.

5. Extensive

   The goal of this type of speaking is to test students' ability in showing oral production activities including oral presentation, speeches, storytelling etc.

2.1.4 The purpose of the Speaking

According to Harmer in (Harahap et al., 2015) the purpose of good in speaking, the speakers have to be competent for those language features in which contains 4 points, they are:

a. Connected speech is the sounds modifying in creating expression when people talk. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress designing).

b. Expressive devices are that the stress and pitch variation in producing utterance so as to covey the fact meaning of the message meant by the speaker. It includes the variation of the quantity and speed of the speech. By using these devices people are going to be ready to show what and the way they are feeling to whom they are speaking to.

c. Grammar and lexis. People to live in alternative ways, places, and environments causing different state of mind too. Therefore, teachers have to supply their student with various phrases for several functions in their speaking classroom activities. As an example, a way to express agreement and disagreement, upraise expression etc. so when student has an event which demands them to use those expressions in numerous stages of an interaction, they know what expression they need to use appropriately.

d. Negotiation language. This can be the speech clarification. It's the utilization of language of the way to clarify and to indicate of what a speaker means. Sometimes, people don't hear or understand what other peoples' saying. Therefore, it's necessary to possess an appropriate language of the way to clarify to avoid mistakes between the speaker and listener.

In addition, the aim of speaking is to make students could communicate with others in inside or outside of the classroom. Learners are expected to be able

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to speak English that they learned and could do some activities in the class, they are:

1. The students could elaborate their idea about something, to express what on their mind and explain to the teacher or others. Then, the students could ask and answer the questions based on the teacher given to them.

2. (Defrioka, 2018) said that a common problem of the EYL teacher is dealing with passive class. Students are unresponsive and avoid interaction with the teacher and other students. The teacher tries to ask some questions to the whole class then expecting at least one of student will respond. But the fact is there is no one answers the question, even they are understanding the question but they don't know how to produce the language, or they don't understand the question. In this case, the students are need to more active to giving feedback to the teacher and others.

3. The important one is the students could make a sentence and say something what they want. In many cases, students are embarrassed to speak in English, in various reasons one of them is afraid of being wrong. From the activities above, it can be indicated that teaching English in Indonesia is to make learners to be able and more willing to use English for communication as daily communication in the inside or outside of the classroom.

2.1.5 Young Learners

According to (Suyanto, 2014) said that calling as a young learners are elementary school students aged between 6-12 years and can be divided into 2 groups: Younger Group (6-8 years) and Older Group (9-12 years). If it is

comparing with the level of elementary school in Indonesia, they called as *Lower Classes* are $1^{st}, 2^{nd}$ and 3rd grade. And called as Upper Classes are 4th, 5th and 6th grade.

Nowadays, English language has been taught by the preschool and kindergarten, so we can classify them as very young learners. In learning English maturity of students in class is not only determined by their age or class, but also by many factors such as the environment, local culture, interests, and influence of parents.

Basically, the important one that should be remember is the purpose in teaching English at school to encourage children's interest in learning English. To get this purpose, the teacher should know first the characteristic of the students because to know what method and strategy that appropriate for the students especially for young learners.

2.1.6 The Characteristics of Young Learners

(Suyanto, 2014) said these characteristics to be mentioned below are not explicit, only in general. Not rule out other characteristics controlled by kids will influence the achievement failure in learning English.

In general, children aged 5-7 years have an egocentric attitude where there is a tendency for them to like and connect what they learn or they do with themselves. In this type, the children interest to learn about the subject that relates to their daily lives and surroundings, such as my family and my house. When children are 10 years old, they will experience a process of transformation from egocentric to reciprocity. The kids' consideration was no longer focused on him,

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but the kids will pay attention to others. The topics that were initially related to I, my, and me will be you and your.

Level one, aged 5-7 years are still difficult to distinguish between concrete and abstract things. In this type, the children is cannot distinguish something that is real or unreal. To teach this age, should involve aspects of thinking (cognitive) and body movements, such as object around them chair and table.

The kid is who have imaginative and creative, this type the kid interest to learn something through games, stories and song. This method will motivate the kid to learn English indirectly.

Easy to feel bored. This type, the kids have a short level of concentration and attention. To overcome the boredom, learning activities should be varied and need to be changed in every 10-15 minutes. Variations can be created in learning activities in students' groupings, activity intervals, teaching materials or sound variations, even the items around us are very useful.

Children's live are colorful and cheerful. The activities and tasks attended by interesting and colorful pictures will make children happier, by using media such as flash card and puppets. Children's fun can also be used in songs, because singing and listening to songs are very popular with children. They unconsciously learn vocabulary and phrases that are repeated in a song, and make them able to remember in a short time.

The children feel interest with stories as they like games. By using story method, students are trained to focus more attention on the context as a whole,

rather than if it is stated word for word. While through games, students are encourage to be more active and free to using English.

Naturally as beginner students, the younger group prefers to do their own tasks, but with their close friend. They have not been able to share very self-centered until the age of 8-9 years they can already work together and learn from others. The form of cooperation can be in pairs or in groups, because they are safer if working together.

The students in the age of 8-10 years old have enough language awareness and readiness. Their language readiness, will apply into English class. In fact, children can understand the context of a conversation without having to interpret word for word. Intonation, gestures, facial expression and movements have helped to interpret a sentence they don't know yet.

Children like an instinctive conversation to interact and speak about what they have.

Children is an active learner, they like to learn something including language in learning by doing, such as playing and singing by moving their body to give a sign or meaning of the spoken expression.

2.1.7 The factors that influence EYL learning

Mother tongue is the instincts, characteristic, and skills that have been formed in learning a mother tongue or first language are very helpful for children in learning new languages, especially English. The differences of mother tongue and English language are pronunciation, intonation, rhythm, structure and vocabulary. These differences could influence English learning process for the

children. So, the influence of the mother tongue becomes an obstacle in learning foreign languages, especially English.

Teaching materials is the selection of materials use the learning technique that appropriate to the age and interests of the children will make the students feel interest in learning English.

Social interaction is good communication between the teachers and friends will make the students more confident and safer to speak English.

Instructional Media is EYL learning will be more effective if the teacher uses media to support teaching and learning activities because the children like the things that are visual, pen, bag, flash card and pictures.

Family's background is Family or social background factors also could support or hinder the success of learning English.

2.1.8 Technique of Teaching EYL

According to Suyanto (2014) described that in doing learning activities in the classroom, the teacher needs preparation by pay attention on the purpose, strategy, content, and teaching materials. These kinds of technique can be used in the EYL classroom:

1. Listen and Repeat

Listen and repeat technique could be implemented in learning listening, speaking and reading. In this technique, the teacher says something and the students should listen carefully. After that, the teacher repeats the sentence or word and the students asked to repeat it again, example:

"Orange - an orange – there is an orange on the table".

Listen and repeat could be used flash card to introduce the new vocabulary.

2. Listen and do

In this activity, the teacher says an expressions or instruction, the students will listen carefully an after that do what the teacher said, example:

"Teacher: "stand up please" (Student stand up)

"Teacher:"Put your pencil under the book!" (Student put their pencil under the book).

This activity is a method from language learning called as TPR (Total Physic Response). This action is the application of a language learning technique known as TPR (Total Physic Response). The teacher trains students to understand their commands and student show their comprehension by doing what the teacher says accurately.

3. Question and Answer

In this activity, the teacher starts asking questions and giving examples of answers, then the students imitate. After that the teacher asks again, and asks the students to answer. Before doing this activity, the teacher should make sure that the students understand about the question.

4. Substitution

In this activity, the teacher substitute one part of the sentence and ask the students to replace it with another similar word. In doing this technique, the teacher could use flashcards, flip cards and poster as a media.

5. Draw and color

The picture and color adapted to what students like.

6. Listen and Identify

In this activity, teach the students about similar sound in difference word by interesting technique.

7. See Differences

Train the students to make observations to find similarities and differences between two objects or pictures.

2.1.9   Teaching speaking for young learners

The goal of learning language is how to speak carefully and fluently, particularly English. As a foreign language teacher has some difficulties in teaching English for young learners, for example the student doesn't active on using English in the classroom. But, in the reality there is a lot of English teacher in Indonesia they don't active to use and communicate with English in the classroom. Additionally, English teacher's speaking skills are unsatisfying. (Suyanto, 2014) stated that there are some problems that faced by the English teacher in Indonesia :

1. Wrong pronunciation

2. Grammar error. Especially in singular, plural and tanses.

3. The pronounce of vowel and diphthong, such as |au|, |ei|, and |ai| .

Therefore, the factors that most influenced of the lack of successful speaking skills in Indonesia not only from the teachers and students, but inner circle and environment too. They are:

1. Outside of the classroom the students do not use English.

2. There is no exposure of English in environment.

3. Learning English in school only focus on structure and vocabulary, without stressing out on practice.

4. A sense of shame of being wrong in practicing English.

2.1.10 Learning Components of language for EYL

According to (Suyanto, 2014) said that, the components of language for EYL have 3 components they are, grammar, vocabulary and pronunciation.

a. Grammar

In teaching English, the teacher is recommended to not teach grammar with in the style of formulas, sentence patterns, or languages that students must memorize. Grammar should be taught in the form of sentence statements. For example: This is an apple and that is an orange.

b. Vocabulary

In teaching vocabulary you should immediately use props, such as picture or real object. Philips in (Suyanto, 2014) said that, both vocabulary and grammar have to be taught in context and therefore the children should have opportunities to use the language that they have learned in class.

c. Pronunciation

(Asilestari, 2018) said that pronunciation is producing unit of speech for conversation and it's necessary in communication. To teach pronunciation, the teacher should introduce the sound of alphabet and other kind of pronunciation correctly, based on EYL methods.

2.1.11. Classroom Speaking Activities

When we teaching young learners we should remember that in front of us are a mixed class with varied abilities, expectations, motivations level knowledge and different learning style. Then, we need to more attention and very our approaches and offer as much opportunity as possible to make the whole class pay attention said Natasa in Asilestari (2018).

Young learners are pure, they remember everything we say and how we say it. The young learners will repeat what exactly what they hear and learn. Therefore, the correct and clear pronunciation is vital importance, because what has been learned in the early age is difficult to change later on. (Suyanto, 2014) stated that in teaching learning process for young learners need to be carefully arranged. Arranging the teaching learning process is necessary, because to make the student feel more comfortable, brave and do not shy to make a mistake on using English. Here are some activities to make the student more active in practicing English from (Suyanto, 2014):

1. Simple dialogs.

   Ex: Do you like _____? Yes, I do

                                          No, I don't

   Question and answer involving all students must speak.

2. Self introduction

   Every students should introduce them self by providing factual information.

3. Classroom language

Using English as communication language in the classroom is more active, to make students fluent in English.

4. Role-Play or Situational dialogs

From this game, push the students to make their own sentence based on the situation or what their feel at that time. It is good to make the student be brave to use English by their own way.

5. Talk about food, hobby, and family.

It is good to make the student be brave, to make their own sentences longer.

2.1. 12. The Challenges of Speaking

As English is a foreign language in Indonesia, there are some challenges that faced by the students while speaking English. According to Zhang in Al Hosni (2014) speaking is still the most difficult skill for the majority of English learners to master, and they are still unable to communicate orally in English.

Meanwhile, Ur in Al Hosni (2014) explained that, there are many factors that cause difficulty in speaking:

1. Inhibition

Ur in Samira (2015) said that students are worried about making mistakes, fearful of criticism or simply shy. These psychology factors are the students' emotional feelings when they try to speak in English, and have influenced them in speaking performance. Juhana in Ratnasari (2020) said that students forget what they want to say

due to shyness, the fear of making a mistake when speaking in English, and the fear of being laughed at by their friends.

2. Nothing to say

Students have no motive to express themselves. In learning language, particularly in speaking motivation is vital for the students (Ratnasari, 2020). And according to Jin in Ratnasari (2020) stated that motivation is is critical for students' success in language acquisition.

3. Low or uneven participation.

Al Hosni (2014) said that due to large classes and the tendency of several students to dominate, only one participant can speak at a time. Others speak very little or nothing. In some cases, the students do not have an opportunity to speak in class with their friends or teacher.

4. Mother tongue-use

Learners who share the same mother language are more likely to use it since it is easier and they feel less exposed when they speak it (Al Hosni, 2014).

Relevance Studies

As a matter of a fact, there are some studies about speaking skill, they are:

The first conducted by Bravo (2020) in their Journal. The tittle is Young learners' English speaking skill development and motivation through the use of a puppet. The aims of this study were to observe the effectiveness a puppet called

simon may have in helping a group of young learners to develop their English-Speaking skill. Then, the sample was from a public school located in Chile. This study uses some instruments they are Oral interview in English, interview about students' opinion of simon, the puppet and student's drawings about simon, the puppet. So, the result of this study the use of puppetry in the EFL classroom effectively helped young learners to become more confident when they face the learning of a new language, encouraged them to speak in English.

The second conducted by Anita Rinanda (2017) the research title is an analysis of speaking ability of the second-year students at MTs Hasanah Pekanbaru. The researcher wants to know the level of speaking ability and uses one instrument to collect the data, voice recorder. In doing the research, the researcher is used story telling as a material. When the students are speaking, the researcher uses the scoring rubric to assess the students. In addition to collect the data, the researcher did an observation in the classroom, and saw the activities of speaking in the classroom by recording it. The result of the research of the ability of speaking skill in second year students at MTs Hasanah Pekanbaru was fail to average (50). The factors that influence the students' speaking ability are the exposure of English, the practice of speaking inside, outside of the classroom and the demonstration from the teacher and the students' confidence.

The third is conducted by Siti Surinah Harahap, Rivi Antoni, and Ummi Rasyidah (2015) in their scientific work article. The title is an analysis on students' speaking skill at second grade of SMP 8 Rambah Hilir. The researchers want to know the errors of students speaking skill for the second grade of SMP

Rambah Hilir. The researcher used two instruments to collect the data, oral test and interview. To know the error of students speaking skill, the researcher asked the students to speak by giving topics such as greeting, getting one's attention, asking opinion, giving opinion, and responding to one's opinion. To assess the students, the researchers used a recording when the students speak. Then the result of the students' speaking skill at second grade of SMP 8 Rambah Hilir was good.

The fourth is conducted by Samira Al-Hosni (2015) in her Scientific work article. The tittle is speaking difficulties encountered by young EYL learners. This is study aims to find out what speaking difficulties are encountered by grade 5 students in basic education schools in Oman. Then, three instruments were used for this study, they are lesson observation, interviews and curriculum analysis. Therefore after collecting the data , revealed that there are three major speaking difficulties encountered by the students in this level they are linguistic difficulties, mother tongue-use and inhibition.

Besides, Anita Rinada (2017) entitled an analysis of speaking ability of the second-year student at MTs Hasanah Pekanbaru. The purpose of the research is similar with this research, to know the level of students' speaking skill, which makes the differences between this research and Anita Rianda research's is the subject and instrument of the research.

Based on the past studies above, this research is difference with others. In this research, the researcher focuses on the level of students' speaking skill in elementary school, and uses speaking test as an instrument. However, every study above has different purpose and object.

2.2 Conceptual Framework
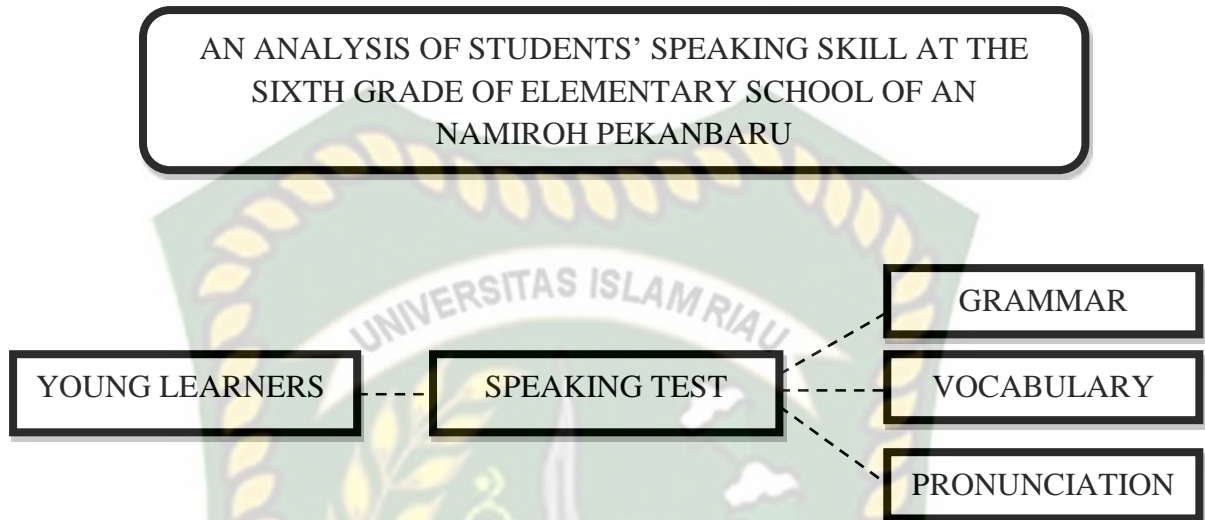
From the diagram above, the aim of this research is to know the students speaking skill at the sixth grade of elementary school of An-Namiroh Pekanbaru. To know the students' speaking level, this researcher used 3 components of language that adopted from suyanto (2014), they are Grammar, Vocabulary and Pronunciation. Then, the students invited to do the speaking performance 1-3 minutes based on the topic were selected. So that, the raters assessed the students speaking performance through these 3 components.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this research is descriptive quantitative research. (Sukmadinata, 2005) described that descriptive quantitative research is a research method designed to describe the phenomena that occurred at the present time or in the past. This study does not control or change the independent variables, but describes the conditions as they exist.

3.2 Location and Time of the research

This research was conducted at the sixth-grade year students of Elementary school of An Namiroh Pekanbaru in 2020/2021 academic year.

3.3 Population and Sample of the research

Sugiyono in Riduwan (2016) explained that population is generalization area consisting of objects or subjects that became certain quantities and characteristics set by the researcher for study to draw conclusion. According to Arikunto in Riduwan (2016) sample is part of population that taken for the data source to represent all population. Sugiyono in Riduwan (2016) stated that sample is part of the number and characteristic that owned by the population. According to (Riduwan, 2003) sample is part of population that has certain characteristics or circumstances to be examined. It can be concluded, sample is part of population that taken for the data source that has certain characteristic to be examined. It means not all the data and information can be process to be examined, but only using sample to represent.

In determining sample of this research, the researcher used cluster random sampling. According to (Riduwan, 2003) random sampling is a way of taking samples from members of a population by using random without regard to strata in members of that population.

In short, the population in this study was all of the sixth grade at elementary of An Namiroh Pekanbaru, that consisted of 161 students. The sampling of this study used cluster random sampling and used lottery to select the students, with number 15 sample containing of 5 male and 10 female students.

3.4 Instrument of the Research

Research istrument is a a tool/ object that used by the researcher to collect the data from samples, informations, or objects under study, Seno (2014). The instrument of this research was speaking test, the researcher gave the topics and explain to the students how to make it. Then, the students made the text by their own words and presented it.

A. Speaking Test

The Speaking test was used to know the students' speaking skill on Grammar, Vocabulary and Pronunciation. Then for the text that was used for this speaking test was based on their own words. To collect the data, the activity was recorded by the researcher. Then, the students were invited to speak for 1-3 minutes, talking about the topics that were chosen by the students.

Table 3.1

The Blue Print

No	Topics
1.	Family
2.	Friends
3.	Home

B. Interview

The interview was used to know the challenges that were faced by the students' in speaking English. Then, on doing the interview the researcher used unstructured interview style to ask the students. Here are the steps:

1. The researcher ask 1 question " **What are the challenges that faced by the students in speaking English?**"

2. Regarding for the next question was based on the students answers.

However, after collecting the interviews' data, the researcher analyzes the students' answer by using related theory. Which the theory by (Ur in Samira, 2015). In this regard, the frequent difficulties that are faced by the students are the students have no idea what to say, afraid of making mistakes, lack of vocabularies and insecure in some occasions. The factors are following:

1. Inhibition

2. Nothing to say

3. Low or uneven participation

4. Mother tongue-use

3.5 Data Collection Technique.

To collect the data, the researcher was going to give a speaking test to the students. In this research there were 3 online meetings, for the meeting session it was around 45 minutes per each. Then, the student is invited to speak in front of the class for 1-3 minutes based on the selected topics. Then, the students' speaking performance was assessed by three rates. In short, these are the steps of conducting the research procedure:

1. In this covid-19 situation, the researcher used an application online meeting which was WhatsApp video group application for contact to the students.

2. First meeting the researcher explained to the students about the topics (Family, Friends and Home), and gave an example on how to create the script.

3. The researcher asked the students to choose one of the topics based on their interest.

4. Then, the students create the speaking text by themselves.

5. Second and third meeting, the researcher invited the students to represent their speaking performance in 1-3 minutes. While speaking performance activity the researcher recorded the students.

6. Then, the researcher did an interview to ask some questions about the challenges in speaking English for some students.

7. The record was transcribed as a script by the researcher.

8. The researcher asked the raters to assess the students by using scoring rubric of speaking.

9. Based on the raters' ratings, the researcher classified the students' speaking skill.

10. Based on the components (Grammar, Vocabulary and Pronunciation), the researcher evaluated the students' speaking skill level.

3.6 Data Analysis Technique

After collecting the data, the researcher gave the result to the raters. Then, the raters listened to the students' speaking performance based on the audio that was recorded by the researcher. For the eligibility of this research, the researcher decided that students' assessments were carried out by English professional raters. There are the raters' profiles:

Table 3.2

Raters' Profile

No	Name	Profession	Email
1.	Sitti Hadijah., S.Pd.M.Pd	Lecturer at Universitas Islam Riau	Sittihadijah@edu.uir.ac.id
2.	Mr.Will Amstrong BA(Hons)	English language Instruction at University of York	Kingoffootball@ac.milan.as
3.	Arni Amrida Putri., S.Pd	English teacher at An Namiroh Pekanbaru	Arniamrida39@gmail.com

Then, the raters were assessed the students speaking skill by using this following rubric:

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Table 3.3

Speaking Rubric

NO	CATEGORIES	SCORE				
		1	2	3	4	5
1	GRAMMAR	Errors in grammar are frequent, but speaker can be understood by a native speaker to speak his language.	Can usually handle elementary construction quite accurately but doesn't have thorough or confident control of the grammar.	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.

				practical social and professional topics.		
2	VOCAB ULARY	Speaking vocabulary inadequate to express anything. But the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocution s	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversatio n on practical, social and professional topics.	Can understand and participate in any conversati on within the range of his experience with a high degree of precision of vocabular y.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabular y and idioms, colloquiali sms, and pertinent

			Vocabulary is broad enough that he rarely has to grope for a word.		cultural references.
3	PRONUNCIATION	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

H. Douglas Brown (2000)

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In scoring the speaking skills, the formula from (Brown, 2000) will be used. All the aspects are divided by 3 components, to analyzing the students speaking skill:

G = Grammar

P = Pronunciation

V = Vocabulary

Scale of score is range from 1 to 5, so maximum score (Smax) could be determined as follow:

Smax = Gmax + Pmax + Vmax

$$= 5 + 5 + 5$$

$$= 15$$

Where:

Gmax   : Maximal score of grammar

Pmax   : Maximal score of pronunciation

Vmax   : Maximal score of vocabulary

Individual score (X):

$$X = \frac{s}{Smax} \text{ x } 100$$

Where

X   : Individual of score

S   : Score

Smax   : maximum score of each student

The average score $(\overline{X})$ is used to test the hypothesis of the research. It could be calculated by the formula as follow:

$$\overline{X} = \frac{\Sigma X}{N} \text{ x } 100$$

Where:

$\overline{X}$: The average score

Σx : The number of individual score

N : The number of sample

After gathering each students speaking performance, the students speaking skills was categorized based on the following indicators.

Table 3.4

The Classification of Students' Score

No	Categories	Scale
1	Excellent	85-100
2	Very Good	75-84
3	Good	60-74
4	Fair	40-59
5	Poor	0-39

Adopted from Arikunto (2010)

Score of the students are determined by grammar, pronunciation and vocabulary as indicators. However, those score was given by the researcher, than the scores follow the speaking scoring rubric that referred to (Brown, 2000).

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This chapter will explain about the result of the data analysis. The title of this research is an analysis of students' speaking skill at the six grade of An Namiroh Pekanbaru. Aim of this research is to find out the students' speaking skill level and the challenges faced by the students in speaking at the six-grade of An Namiorh Pekanbaru. Then, in this part the researcher will show the findings based on the data that obtained from the rater. The students' speaking performances were assessed by using 3 indicators (Suyanto, 2014): Grammar, Vocabulary and Pronunciation.
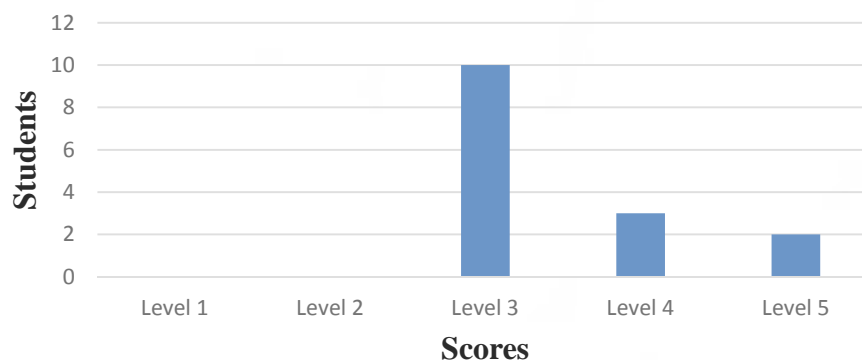
In addition, the detail information about the finding is represented below:

4.1.1   Data Presentation of Students' Grammar

In terms of grammar, the students' speaking performance are presented in the following chart.

Figure 4.1

Students' score on Grammar

From the figure 1, it can be concluded that there are 2 students have score 5 in grammars which is named as excellent level. It means that the students' grammar is equivalent to native speaker and grammar errors are quite rare. Then followed by 10 students that have score 3 in this aspect which name as good level. In this score the students' are able to control grammar well such as basic tenses. One of the examples of the students speaking script with 5, 4 and 3 scores are presented below:

Students' speaking script with 5 score:

Student 9

I will talk about my family today, Alhamdulillah my parents have to daughters's me and my sister. My sister is already 18 years old and me already 11 years old now. I love my family very much. My dad is the best men in my heart like a superhero. And my dad is very nice to his family especially to his mom. And I always thankful to my dad cause my dad always give me something that I want. And my mom also the best women in my heart cause my mom always teach me to being a good girl. And my mom as English teacher so she can to teach me to speak English well. And the last about my sister, she is already finish her senior high school and now she is waiting to her collage. And she is a diligent girl and I love her too. And the last is about me , as you know I am the students at An-Namiroh elementary school and now I am grade sixth. But qadarullah cause allah give us this pandemic, so we study from home. And I hope Allah Subhanahu

Wata'ala take this pandemic as soon as possible. And that's all from me thank you for your kind attention.

The script above presents the students' speaking performances 5 scores. In this script the grammatical errors are rarely to happen. As the result, from 14 sentences she has 4 mistakes only. The errors are about grammatical and article. The errors are present below:

1. *And I ……. give …. Want*

    The word*"give"* instead of "gives". As a simple present tense formula, for the third person singular, the verb always ends in-s/es.

2. *And my mom ….. always teach me to being a good girl*

    The word *"teach"* instead "teaches". As a simple present tense formula, for the third person singular, the verb always ends in-s/es.

3. *My mom as English …..well.*

    The word of *"English"* needs an article "an"

4. *The last about my sister, she is already finish …… collage.*

    As a simple past tense, the word of *"finish"* instead "finished" as a verb 2.

    Students' speaking script with 4 score:

    So my mother and father have the sons of two. And the sons of two is me and my little brother. My little brother is like 8 years old. And he mostly eat anything. And he like wondering in the house mostly on Saturday. And he like to wondering to room and room and see my father playing guitar. But mostly he just playing and watching television and cartoons. My mother in the morning washing the

cloths and he always take a bath mostly at like 5 or sometimes 4 am. And he like mostly play on her phone and now she recording in this English speaking class. My father is mostly playing guitar and he also sometime scrolling me may be this is why I like scrolling my little brother. My grandmother has brown hair. And she mostly watching like cooking show singing show in television. I don't know much about my grandmother, because I'm not interest with her that much. Because I'm introvert. I think just that the description about my family

In the script above presents the students' speaking performances with 4 scores, which means that the students' grammars are quite rare. It could be seen that from 15 sentences, 7 mistakes only that the student has. The mistakes come from the same form, which are using a verb of pronoun and pronoun. Here are the mistakes:

1. *And the sons of two is …brother*

   The sentence son of two, it means plural more than one. So *"is"* instead "are".

2. *And he mostly eat anything*

   The word of *"eat"* instead "eats". As simple present tense formula, for the third person singular, the verb always ends in-s/es.

3. *And he like … Saturday*

   The word of *"like"* instead "likes".

4. *My mother …. and he … 4 am.*

   The word of *"he"* instead "she" ,because the student was telling about mom/women.

5. *And he like mostly ……. Class*

   The word of *"he"* instead "she" and *"like"* instead "likes.

6. *And she mostly watching …..television*

   The word of *"watching"* instead "watches".

Students' speaking script with 3 score:

Student 11

I have a best friends she is name is sri askia ramadani, or called by hani. She is very beautiful and friendly. She always make myself be happy. And she is very help girls. And then she is so kind with me. And we are always in the same class from grade 2 and we always seat in the near by place. Every free time we always go to canteen for some food or drinks and then we eat that in the canteen. Before the bell is ringing we play in the school yard first, after the bell is ring we go to the class and start to study. When we are study, we study together, when I don't know I will ask to her. When we are wanna go back to our house we always go down the stairs together because our class is in the upstairs. And then, may be when already at home we always chatting in WhatsApp and then sometime we going to video call too. And may be only that.

Compare to the previous script, in this script can be concluded that the students' grammar control is quiet good. But sometimes still has many errors in some parts. In could be seen from 11 sentences the student has got 9 mistakes. The mistakes come from the grammatical, pronoun, plural and consider to revising. Then, the students' mistakes will present bellow:

1. *I have a best friends she is name is sri askia ramadani.*

   The word of "*friends*" supposed to be "friend" without "s". because she only mention 1 best friend. Then, the pronoun of "she", it supposed to be "her" as possessive determiner to describe subject pronoun.

2. *She always make myself be happy*

   The sentence consider to revising to "she always makes me happy"

3. *And she is very help girls*

   The sentence consider to revising to " she likes to help others"

4. *And ……. the near by place.*

   The sentence is revised to "And…. We always sit next to each other".

5. *free ……… food or drinks and then we eat that in the canteen.*

   The words of *"food"* should be a plural "foods"

6. *Before the bell is ringing …….. after the bell is ring …. study.*

   The sentence has grammatical errors. *"the ball is ringing"* supposed to be "the ball was ringing" and "*the ball is ring*" supposed to "the bell rang".

7. *When we are study*

   The sentence does not need *"are"*, instead " when we study". Because "study" is a verb.

8. *When we are wanna go back to our house we always go down the stairs ….*

   The sentence has grammatical error. *"when we are wanna go back"* instead "when we were going back" indicates that the sentence happened in the recent past.

9. *And then, ……. We always chatting in WhatsApp and ….. we going to video call too.*

The sentence consider to revising, "*we always chatting in WhatsApp*" instead "we always chat in WhatsApp". Then, "*we going to video call too*" have to add "are" in between.

4.1.2 Data Presentation of students Vocabulary skill

The researcher explains the Vocabulary of students' speaking skill that was collected from the raters, it could be seen below:

Figure 4.2

Students' score on Vocabulary

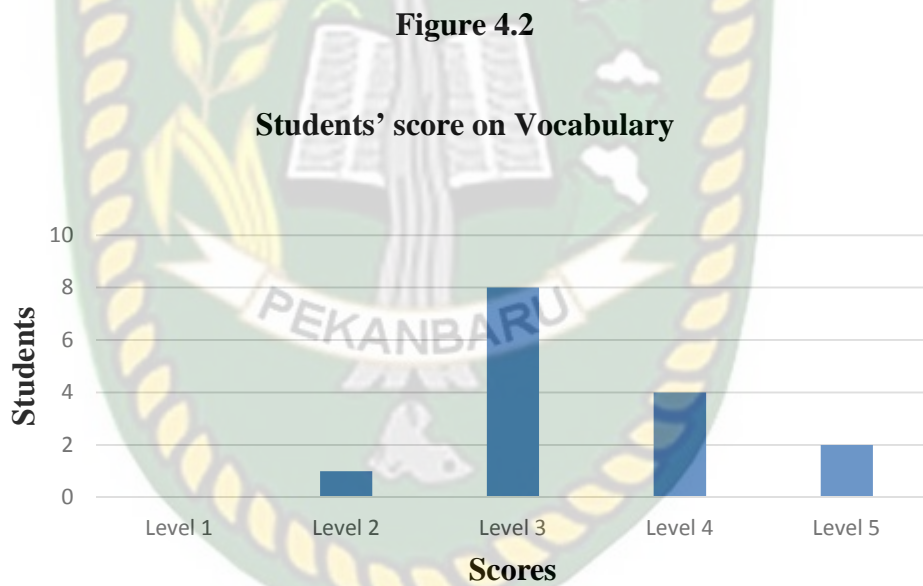Figure 2 shows that the the students' score in vocabulary skill quite improved. As a result of the score level, there are various scores that are earned by the students. It could be concluded that, the highest score which is 5 reach by 1 student only, then, for the fail level which the score was 2 reach by 1 student as well. One of the examples of the students speaking script with 5,4,3 and 1 scores are presented below:

Students' speaking script with 5 score:

Student 5

Good morning guys, ok not take a many time. Let's get start it. In this session I want to story about family. When discussing family, everyone will immediately think of father, mother, children and the warm of household. Yes, without being a equipped with a family in our lives we will surround feel empty. While everyone must have a family and are familiar with the term of family, so what does the word family actually means? Family in general is understanding the smallest unit of society consisting of the head of the family and several people who gather and live in the place under a roof. My family consist of father, mother, older sister, me and my sister .My father were as backbone of the family and make a living for the family. My mother was to look after for their children and do homework. Older sister were to look after her younger siblings and keep care. I work sweeping the house to keep the house looking clean. And my sister just messed up the house. But here we can see of family like house build with love and affection, without them we cannot. Without it we cannot know of true affection and family love are. Keep your family always healthy and save. No matter how busy you are, there is no reason to break the relationship. Ok maybe that's all. Thank you for listen to my story.

The script above presents the student speaking performances of 5 score. It can be seen that the students' has a wealthy words. Due to the words that the

students' used are rarely mentioned by other students. Such as " immediately, household, equipped, backbone and affection.

Students' speaking script with 4 score:

Hi, so I wanna tell you about my cousin. First I have 9 cousins. And I have big 2 sister of my cousin. Their name is Echa and mba Nadia . and then they has nice attitude with every body. And then I have 2 big brother of my cousin. The second I have 5 cousin that almost same age with me. Their name is irul, nita, nadia, tiara and rasyid. Sometimes if they come to my house , we always play together . we like to play coocking, hide and shik and turn my room into restaurant. But my cousin tiara is often come to my house. My cousin come to my house every 2 times in a week. But even though they come to my house, some time I took them to somewhere like to mall or swimming pool. Or may be like when to restaurant. Even they naughty , but they never stingy with every body , and the last one, we like to play among us together. Its really fun. I think is only about my story. Thank you for listening my story.

From the script it could be seen that the students' vocabulary got score of 4. Because from 17 sentences the students mention 60 vocabularies without mentioning the same words in each sentence.

Students' speaking script with 3 score:

I wanna talk about my family, my family member consist of 4 is my mother, my older sister, me and my little sister. My father is already passed away when I was play ground, my old is 5 years and my little sister is school in an namiroh, my

older sister is in UNRI. So my little sister is always disturb me also my older sister. My older sister is always fight with me. I always remember my father when I was little. My father always photo with me and my little sister. My little sister when was 1 years old . and my little sister, she likes take a photo. When my little sister was baby fall down on the bad .So I think just that, I don't know what to say. And thank you.

The script above present the students' vocabulary in 3 score. In the fact of that from 11 sentences the students mention 34 vocabularies without mention the same words for each sentences.

Students' speaking script with 2 score:

Student 6

I will story about my home, I live in komplek bumi sari asri. And l life in jl. Kartama. My favorite room in my home is my bedroom, and in my home there is a living room, ruang santay my bathroom and my little brother room, terrace and dining room. In my home there is 2 floor.

The text showed that the student got score 2. Considering that, there are some parts of the words that use Bahasa during the students' speaking performance. For some words, the student has no idea how to translate the words into English. Then, the student doesn't know how to express herself simply through English. In Addition, the students' speaking performance was less than 2 minutes.

4.1.3 Data Presentation of students Pronunciation skill

The researcher explains the Pronunciation of students' speaking skill that was collected from the raters, it could be seen below:

Figure 4.3

Students' score on Pronunciation
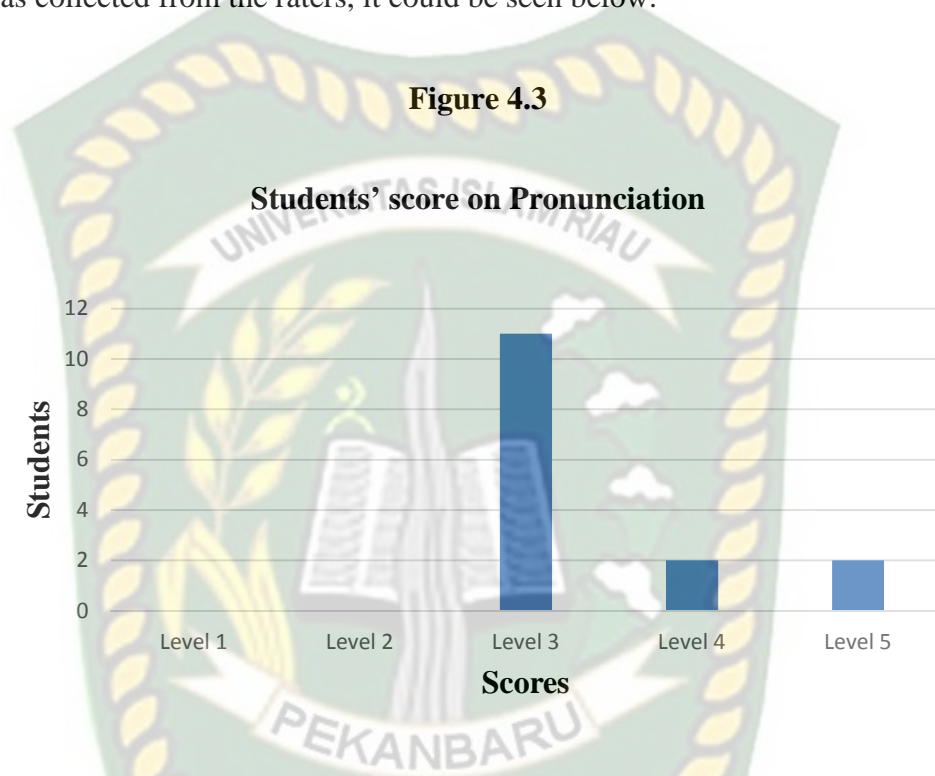
Looking at the students' pronunciation scores, there are 2 students in score 5 which are named as excellent level. Then, the largest number of scores was is 3 scores that were received by 11 students which were named as good level. One of the examples of the students speaking script with 5 and 3 scores are presented below:

Students' speaking script with 5 score:

Student 1

Today I want to show my story to you, about my childhood bestfriend . so I have my childhood best friend her name is tuti. We always play since we were

young, and her house is very near with me, cause she is my neighbor too. We always play together. She likes yellow and orange. Her favorite food is noodle like me. She loves apple, so sometime we play together and wasting our time together. And sometimes we also fight but now is getting better.

Me and my best friend always helping each other, like when she sad I will help her. And she is good in drawing and she wants to be an astronaut because she like physic I don't know why she chose to be an astronaut but she said that she is very interesting with astronaut. Her dreams is going to climb the mountain too, I hope she can reach it. So until we are in sixth grade she is same school with me, sometime when we have a rest, we always wasting time together , and she likes to make a joke whenever I sad. And she always helping me, if I have homework because she also good in English, and when I have a competition or something she always helping me. Ok thank you.

The script presents the students' speaking performances with 5 scores. In this script the students' pronunciation is equivalent and fully accepted by educated native speakers. It could be seen that from 12 sentences the student has 2 mistakes only. It describes bellow:

1. Physic ("*pizik")* instead of " fizik"

2. Homework *("hamw :k")* instead of " 'h   mw :k")

Students' speaking script with 3 score:

Student 3

Now I'm gonna tell you about my house, from my school, my house is 2 kilometer away, my school is An-Namiroh elementary school. In front of my house there is small garden very small . And then there is terrace for my car. And then there is my living room this is room for my motor cycle and my bike. And there is beside my living room is my bedroom. And then here is my dinner room. and then my second bedroom and this is my kitchen. I don't know the size of my house but a little bit big I think. And then in my living room there is my television, in this side of my living room there is chairs and tables. And then in my bedroom there is two beds there small bed for my father and big bed for my mother my little brother and me. In dinner room there is table for foods and other. Beside of my dinner room there is chairs and table. In the kitchen there is a staff and some spoons. Actually I'm not in my house right now I'm in my grandmothers' house . I think that's all thank you.

In this script, the students' pronunciation in speaking skill was quiet errors in some parts. The researcher found that, the student hard to pronounce the word that start with " ,   and   ". Such as :

1. The *"de"* instead of "   ".
2. Bathroom *"bethru:m"* instead of " 'b : ru:m".

4.2 Interpretations of the Data

After evaluating the data of students' speaking skill, the researcher concluded that the students' speaking skill of elementary An-Namiroh Pekanbaru at the sixth grade was "Good". It could be seen from the table below:

Table 4.1

Recapitulation of Students' Speaking Skill

No.	Code	Component	Average	Category
1.	G	Grammar	68.44	Good
2.	V	Vocabulary	71.55	Good
3.	P	Pronunciation	68.44	Good
Total Average			**69.47**	**Good**

Looking at the recapitulation of students' speaking skill from each component that analyzed by the researcher was "Good" along with the total average 6 by ranging from 60-74.

Therefore grammar is the rule of a significant part of a language that to connect messages that are comprehensible, based on Brown in (Asilestari, 2018) Due to the importance of rules and comprehensible messages for each language, grammar necessary to master by the students. The students' grammar of the sixth grade in elementary school An-Namiroh Pekanbaru was "Good". Therefore, the students are good at controlling the grammar and grammatical structures when they speak. Such in their speaking performance, they are able to differentiate

which tenses that they are going to use in each sentence, such as present tense for telling about the student' daily activity. For example: My dad goes to Pekanbaru to meet us every weekend.

Also vocabulary refers to the correct words used in communication (Kurniati et al., 2015). Without an adequate vocabulary, it is impossible to communicate effectively or express ideas verbally and in writing. More the students memorize the words it increases the students' vocabulary. However, the students' vocabulary in elementary An-Namiroh Pekanbaru was "Good". As a result of that, the students' vocabulary is large enough that they rarely need to explore the words. Also, in this speaking performance the students have the ability to mention various words in English and mention rare words from the majority of the students, such as immediately and mostly.

In the same way, (Asilestari, 2018) said that pronunciation is producing units of speech for conversation and it's necessary in communication. Pronunciation of the students' grade sixth at elementary school An-Namiroh Pekanbaru was "Good". Due to the students' pronunciation, errors never interfere with understanding and rarely disturb the native speaker. And the accent may be obviously foreign.

After discussion about the students' speaking skill in three components, the researcher considered to make students' speaking skill chart to interpret the whole speaking skill level:

Figure 4. 4

Chart of the Students speaking Level
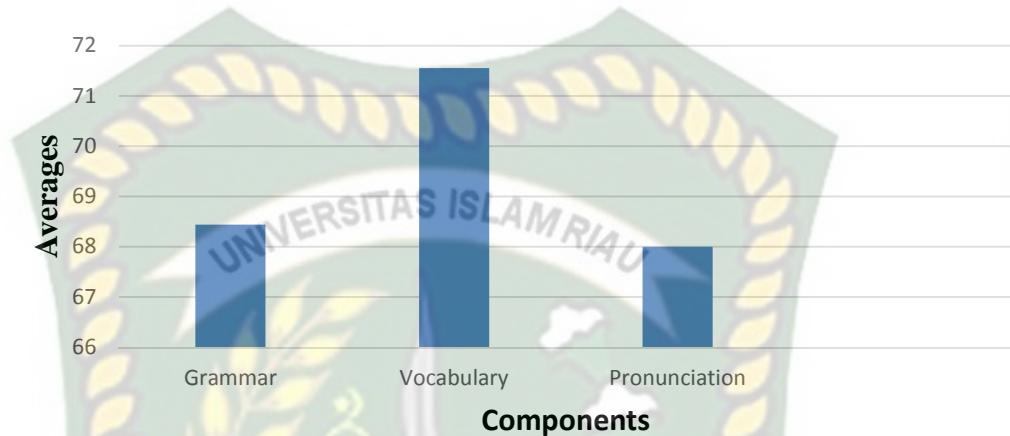
The chart explained that the average Grammar and Vocabulary is balanced. Along with grammar 68.44 than Pronunciation 71.55, followed by Pronunciation was 68.44 as well. In final analysis, based on the research finding, it can be concluded that the students' speaking skill at the sixth grade of elementary An-Namiroh Pekanbaru was "Good Level".

4.3 Contributing Factors that cause students' difficulties in speaking.

The researcher employed the interview to know the challenges in speaking that faced by the students.

Student 1 " …The most difficult factor in speaking is just grammar I guess, cause that make me always think about it. And also I always speak with my language, so I keep thinking about it all the time, I can't be free.

Student 2 "…May be the words that are hard to read, like tongue-twisting

People, I'm not confident enough to speak English. But the most

Difficult factor is my mother tongue, I'm used to using Bahasa.

Based on the results interview session with the students, their views on the contributing factors that cause students' difficulties in speaking can also be summarized into these three major factors as stated by Ur in (Al Hosni, 2014) Their responses are discussed below"

1. **Inhibition.**

   As a foreign language, English is still complicated to some people, Including to the students of the sixth grade in elementary An-Namiroh Pekanbaru. Based on the interview with the students, the students said that:

   1. The students feel worry to making mistake while they are speaking.

   2. The students consider that they shy whenever they want to speak English.

   3. The students feel nervous whenever they want to speak English.

2. **Nothing to Say**

   The students have no motivation to express their ideas or feelings through speaking English. As long as English has different grammatical rules through Bahasa Indonesia, it makes the students

55

uncomfortable to speak. Then some of the students found it hard to understand in regards to the grammatical.

3. **Mother-tongue use**

Due to the differences in pronouncing the word in English and Bahasa, the students find it difficult to practice their English and remember new English words. This hinders them to improve their capability in using the English language.
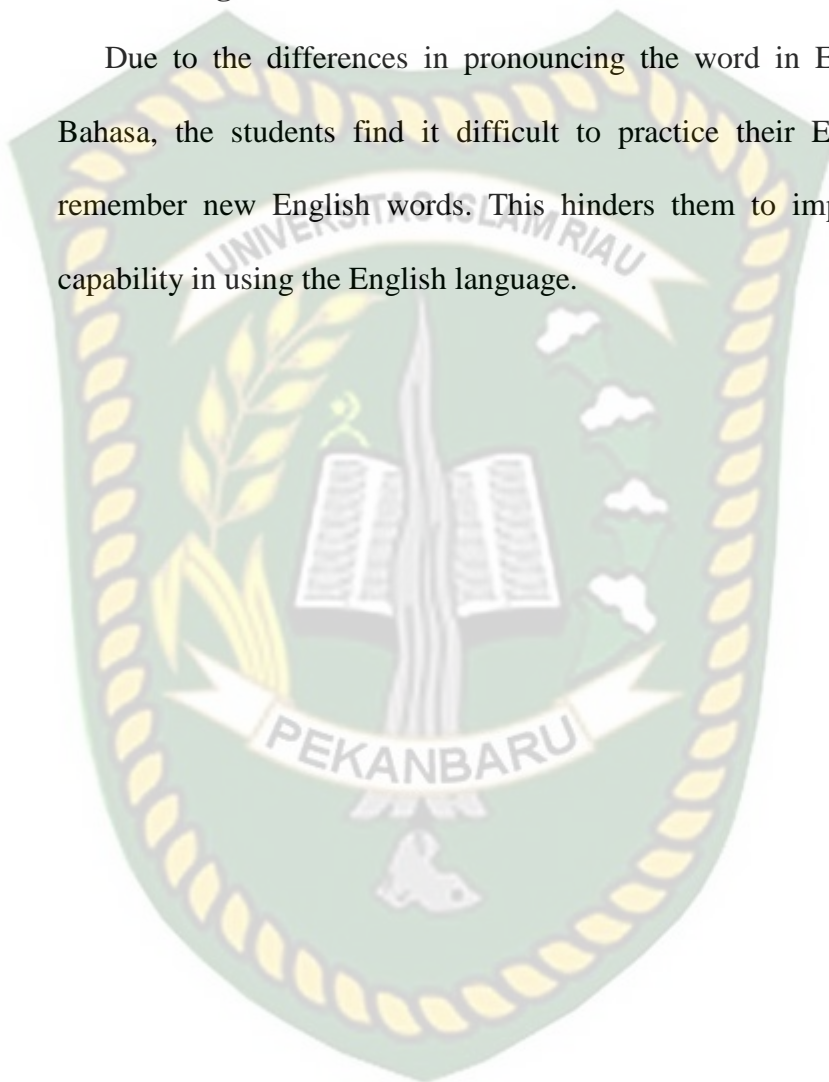
CHAPTER V

CONCLUSION AND SUGGESTION

After accumulating data and analyzing the result of the research, the researcher drew some conclusions and suggestions of the students' speaking skill in sixth grade of elementary An-Namiroh Pekanbaru.

5.1 Conclusion

Based on the data analysis, it could be concluded that:

1. Based on the data observed by to the students, the students' speaking skill of the sixth grade elementary school An-Namiroh Pekanbaru was "Good". Along with the total of the average that ranged from 60 to 74.

2. Based on the interview with the students, the challenges in speaking that faced by the students were inhibited because students feel worried about making mistakes. Then, nothing to say, students do not have motivation to speak English, and Mother-tongue use, students feel uncomfortable to speak other languages.

5.2 Suggestion

Considering the results of the analysis, the researcher would like to allow some suggestions as follow:

A. For the Teacher

1. The teacher who deals with English teaching is expected to use best technique in carrying out in the teaching activities.

2. The teacher is expected to teach about speaking skill regularly, to make the students won't be nervous to speak.

3. The teacher is expected to find out an interesting method to build students motivation in speaking English, particularly about grammar and pronunciation.

B. For the Students

1. The students should realize that English speaking skill could be very beneficial for them, particularly while they are graduates from the school, they could use it to preserve their study as certainly one of the abilities that they have got.

2. It is hoped that the students would not be afraid to demonstrate their speaking abilities.

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