

**AN ANALYSIS OF SPEAKING ABILITY OF THE FIRST YEAR STUDENTS
IN DESCRIBING PICTURE AT SMAN 1 KUNTO DARUSSALAM**

A THESIS

*Intended to fulfill One of Requirements for the Award of Sarjana Degree
In English Language Teaching and Education*



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THESIS APPROVAL

TITLE

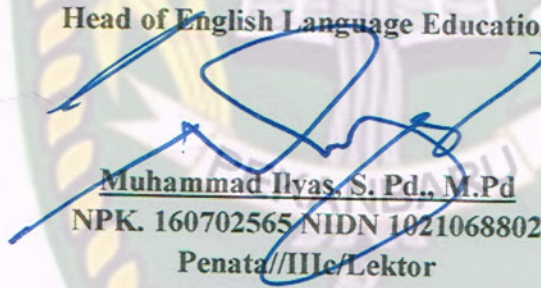
“AN ANALYSIS OF SPEAKING ABILITY OF THE FIRST YEAR STUDENTS IN
DESCRIBING PICTURE AT SMAN 1 KUNTO DARUSSALAM”

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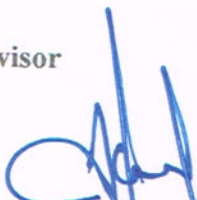
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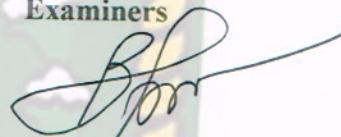
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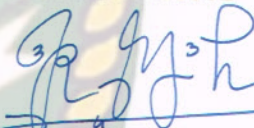


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**AN ANALYSIS OF SPEAKING ABILITY OF THE FIRST YEAR STUDENTS IN
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No	Date	Guidance Agenda	Signature
1	16 September 2020	Discussed about the title	
2	17 September 2020	Approved the title	
3	27 December 2020	Revised chapter I,II, and III	
4	28 December 2020	Checking all chapters and references	
5	28 December 2020	Approved to join proposal seminar	
6	01 February 2021	Join the seminar	
7	08 June 2021	Revised chapter IV and V	
8	11 June 2021	Checking all chapter I,II,III,IV, and V	
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10	15 July 2021	Join the thesis examination	

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DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly), which were taken from various sources and mentioned scientifically. The researcher is responsible for the data and facts provided in thesis.

Pekanbaru, 11 June 2021
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to all praise to be Allah who has given us the blessing, grace, and guidance, so that the author can complete a thesis entitled “An Analysis of Speaking Ability of the First Year Students in Describing Picture at SMAN 1 Kunto Darussalam” as one of the requirements for the Award of Sarjana Degree in English Study Program.

In completing this thesis, the researcher gets a lot of guidance, advice, support, motivation, and assistance from many people. Therefore, on this occasion the writer would like to express respect and gratitude to the following great people:

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2. Muhammad Ilyas., S.Pd., M.Pd as the head of English Language Education and Sri Wahyuni., S.Pd., M.Pd as the secretary of English Language Education who give writer permission to write this thesis.
3. Johari Afrizal., S.Pd., M.Ed as my advisor who has taken time to provide directions, suggestions, and advice to writer during the process of completing this thesis.

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Although this thesis is still far from perfect, hopefully will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Sincerely yours,

The researcher

Wesi Novia Lasismi

ABSTRACT

Wesi Novia Lasismi, (2021). An Analysis of Speaking Ability of the First Year Students in Describing Picture at SMAN 1 Kunto Darussalam.

Keyword: Analysis, Speaking Ability, Describing Pictures.

This research aims to find out the first year students' speaking ability in describing picture at SMA Negeri 1 Kunto Darussalam. The focused of this research was to analyze the ability of the students speaking in describing a picture from some pictures available based on five components of speaking which are pronunciation, grammar, vocabulary, fluency, and comprehension. Then, there are three raters who participate in this research in order to measure the score of the students' speaking based on the rubric score in accordance with an expert.

The design of this research was quantitative research. A cluster random sampling technique is used to determine the sample of this research. There were 30 students participating in this research. The researcher used the spoken test as the instrument of this research. In conducting this research, there were 9 different pictures that students selected by lottery which used to know the students' speaking ability in describing pictures based on five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. To get the quantitative data in this research, the three raters were involved to give the scores of students' speaking ability.

From the result of the speaking test in five aspects of speaking ability, the researcher found that the students' speaking ability in describing pictures had the average score of 3,1 and was categorized good. In the pronunciation component the students' average score was 2,7, in the grammar was 3, in the vocabulary was 3,4, in the fluency was 3,1, and the average score of comprehension component was 3,3. However, the lowest one is the pronunciation term that extra requires to be trained in order to minimize errors in pronunciation.

ABSTRAK

Wesi Novia Lasismi, (2021). An Analysis of Speaking Ability of the First Year Students in Describing Picture at SMAN 1 Kunto Darussalam.

Kata Kunci: Analisis, Kemampuan Berbicara, Mendeskripsikan Gambar.

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa tahun pertama di SMA Negeri 1 Kunto Darussalam dalam mendeskripsikan gambar. Fokus pada penelitian ini yaitu menganalisis kemampuan berbicara siswa dalam mendeskripsikan gambar dari beberapa gambar yang tersedia berdasarkan lima komponen berbicara yakni pengucapan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Kemudian, terdapat tiga penilai yang berpartisipasi dalam penelitian ini untuk mengukur skor berbicara siswa berdasarkan skor rubric menurut para ahli.

Desain pada penelitian ini adalah penelitian kuantitatif. Penelitian ini menggunakan teknik cluster random sampling untuk menentukan sampel. Terdapat 30 siswa yang berpartisipasi dalam penelitian ini. Peneliti menggunakan tes lisan sebagai instrumen pada penelitian. Dalam melakukan penelitian ini, terdapat sembilan gambar yang berbeda dan siswa tersebut menentukan gambar yang akan dideskripsikannya melalui undian yang telah disediakan oleh peneliti. Cara ini sangat efektif digunakan untuk mengetahui kemampuan berbicara siswa dalam mendeskripsikan gambar berdasarkan lima aspek: pengucapan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Untuk mendapatkan data kuantitatif dalam penelitian, ketiga penilai dilibatkan untuk memberikan skor kemampuan berbicara siswa.

Dari hasil tes berbicara pada lima aspek kemampuan berbicara, peneliti menemukan bahwa kemampuan berbicara siswa dalam mendeskripsikan gambar memiliki skor rata-rata 3,1 dan termasuk dalam kategori baik. Pada komponen pengucapan nilai rata-rata siswa adalah 2,7, dalam tata bahasa adalah 3, dalam kosakata adalah 3,4, pada kelancaran adalah 3,1, dan skor rata-rata komponen pemahaman adalah 3,3. Namun, skor terendah pada penelitian ini adalah komponen pengucapan yang membutuhkan latihan tambahan untuk meminimalkan kesalahan dalam pengucapan.

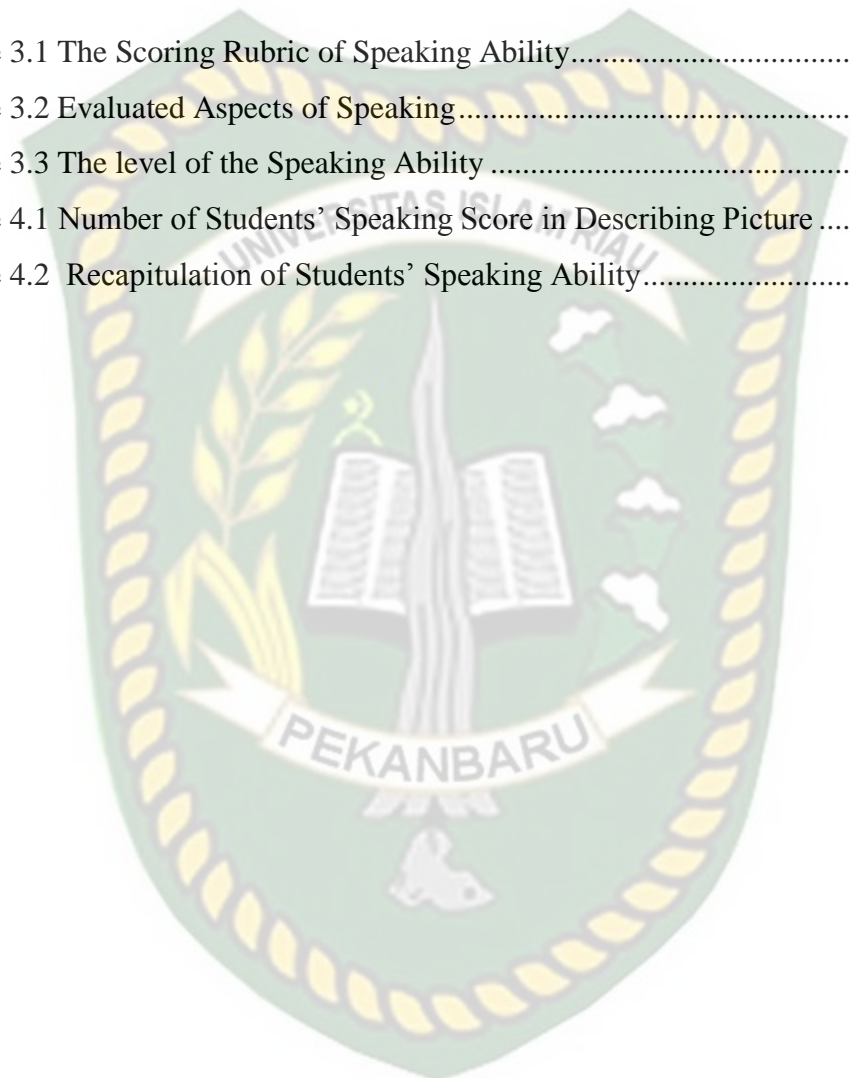
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CHAPTER I

INTRODUCTION

1.1 Background of the problem

English is the language of international communication. That's why, English is important for our life, especially in education. English makes a difference, you increase your educational opportunities and when you learn English, you can attend international schools around the world and become better educated. Not only that, studying English can help you to increase your progress in life both personally, and professionally. You can contend in the global job market, develop your career skills and start to make a real connection with people around the world.

In Indonesia, the 2013 curriculum (K13) requires students to learn the English language starting from junior high schools until university level. There are four language skills that should be learned by the students. That is speaking, writing, reading, and listening. Among those, speaking is often considered the most important one to be mastered by every student to be competent in communication. Speaking is a part of daily life that everybody ought to develop in smooth and detailed language. Besides that, Butler et al. (2000) state that speaking is the use of oral language to interact directly and immediately with others. It means that speaking is about how

people deliver their opinions in order to interact with others. A good speaking ability can arrange the words and deliver the ideas properly. It is affected by some aspects, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Pollard (2008) speaking is one of the foremost difficult aspects for students to master. It is undeniable that many students have difficulty speaking learning, especially to practice it. Learning speaking abilities is not about learning the language itself but also about learning to speak in the real world (communication). It implies that many students cannot speak English clearly in the classroom or in real communication without practice. So, to get success in learning to speak, students should be in a situation where they are willing to speak English. Furthermore, students also have the strength from inside to speak up. In other words, many factors affect students in learning speaking.

Commonly, factors affecting in learning speaking, such as: many students are lack of vocabulary and sometimes they know the words but they may not know how to say the words and they have never used those words and finally they just keep quiet in English class. Then, students feel that they are lack of confidence as the result they feel shy or can't speak in front of the public. And the last factors are students also lack of practicing English in the classroom or in real communication. The third problem is related to the second problem. Lack of opportunities to practice in English affected the students' confidence in speaking. And also they prefer to speak Indonesian language than speak English because they feel it's more natural and

easier. According to Ur (1996), it happened because they are not accustomed to using English in and out of the classroom. Moreover, students are afraid of making mistakes and being laughed by their classmates.

According to the English syllabus of the curriculum 2013 (K13), the students are expected to achieve a speaking ability in describing on types of texts such as descriptive, recount, and narrative text. According to Wardiman (2008), descriptive text can be interpreted as a part of factual information. It provides generalized information on facts, qualities and characteristics about the object. In this research, descriptive text is chosen rather than the other type of texts, because this text informs straight facts and does not give the reader any ideas about the feelings or opinions of the author. Besides, descriptive text is a text that is used to give the readers description of a particular person, place, or thing which usually exists in daily life. Therefore, I prefer to use pictures as a media to describing. Based on the preliminary research because by using pictures most of the students are more interested to speak and also they feel comfortable to express their idea from what they see or about what they see.

Based on the explanation above, the researcher conducted a research entitled **“An Analysis of Speaking Ability of the First Year Students in Describing Picture at SMAN 1 Kunto Darussalam”**

1.2 Setting of the Problem

Based on the background stated in the description above, there are some problems faced by students in the researcher's class in speaking ability. Can be identified by researcher as follows:

Firstly, in learning English especially in speaking, the students found difficulties in pronunciation, grammar, and vocabulary. Therefore, many students feel hard to express their ideas in English even they have knowledge or are familiar with the topic being discussed.

Secondly, in pronunciation sometimes the students know the words but they may not know how to say the words correctly because of lack of practice and lack of confidence as the result they feel shy or can't speak in the front of the public.

Thirdly, in grammar, many students feel confused about how to use "to be" correctly or in the use "s" in a word which means plural and singular. Sometimes, the students use "s" in singular words and vice versa.

The last, in vocabulary, some students may not know how to use appropriate words based on the context or they know the words but they feel shy because of a lack of confidence as the result they have never used those words and they just keep quiet in English class. Also, they prefer to speak the Indonesian language than speak English because they feel it is easier.

So, some problems faced by students in speaking needs to analyze in order to specify which aspect their weakness whether on pronunciation, grammar, vocabulary and other components in speaking.

1.3 Limitation of the Problem

Based on the problem above, there are some problems in which have been found by the researcher in the classroom. In this research, the researcher tried to analyze the students' speaking ability in describing picture based on five components of speaking. The researcher focused on the problems and measured components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

1.4 Formulation of the Problem

Based on the background above, the research problem can be formulated as follow :

How is the first-year students' speaking ability in describing pictures at SMAN 1 Kunto Darussalam?

1.5 Objectives of the Research

The objective of this research is as follow:

To find out the first-year students' speaking ability in describing pictures at SMAN 1 Kunto Darussalam.

1.6 Significance of the Research

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

- a. For the researcher, this research serves as a forum to actualize the knowledge that has been obtained during the lectures and as one of the requirements to achieve S1 degree education at English Language Education Faculty of Teacher Training and Education Universitas Islam Riau.
- b. For the teacher, the writer hopes that she can contribute information to the teachers who are involved in teaching English at senior high school.
- c. For the student, this research is expected that this research will be useful to enlarge the students` knowledge about how to speak English well.

1.7 Definition of Key Terms

In order to avoid misunderstanding in this research, the term is explained as below :

1) Analysis

According to Ole Holsti (1969) Analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages. In this research, analysis is a process to find the information about the speaking ability of the first-year students at SMAN 1 Kunto Darussalam and interpreting the findings.

2) Speaking Ability

Speaking is the use of oral language to deliver ideas/opinions. According to Thornbury (2002), Speaking ability is the ability to communicate orally. It is not only to apply the grammar correctly in sentences but also to know when and where to use these sentences and to whom.

In this research speaking ability is the ability of the students in speaking to describe pictures which are measured based on five components of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

3) Describing pictures

There are many models of learning speaking, one of them according to Solahudin (2009) is by describing pictures. The purposes of this activity are to train students' imagination and retell the story in speaking English. In this research, describing pictures is to tell or depict in spoken words about pictures.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Speaking

As a social human, people always interact and communicate with one another and one of the ways to do the interaction and communication is by speaking. According to Butler et al (2000), speaking is the use of oral language to interact directly and immediately with others. This implies that speaking is a process of constructing and conveying ideas to interact with other people. Brown (1994) Burns and Joyce (1997) also state that speaking is an attractive process of constructing meaning that involves producing and receiving and processing information.

One of the major purposes in learning English is to communicate with other people by using English. The communication here means to talk to other people orally or in spoken form. But, speaking is probably the language skill which so difficult for most learners to be good at. Among the four English skills, speaking is the foremost challenging in learning English as mentioned by Celce-Murcia and Olshtain (2000) Speaking in a second language is considered as the main challenge of the four skills hence it includes complexity that may become a beneficial part of speaking or Process of developing meaning. This implies that in carrying out a speaking activity, an individual must go through a complicated process in

establishing meaning because of the nature of speaking as a productive skill. Productive skills mean that in speaking an individual must construct or deliver words.

In addition, Brown (2004) defines speaking as a beneficial skill that can be directly and empirically observed, this perceptions are constantly colored by the precision and viability of a test-taker's listening skills, which jeopardizes the reliability and validity of oral production test. Besides speaking can be observed directly and empirically, concurring to Taringan (1981) in Kusmaryati (2008), speaking ability is a skill of communicating articulation of speech or speak to express ideas and messages.

Speaking can be defines as the most crucial in learning English as mentioned by Khamkhien (2010) speaking is considered to be the foremost crucial in a second language. People tend to judge someone's English based on their speaking ability. It means that fluency in speaking is arguably about understanding the language similarity with the native speaker. Bahsir (2011) states that many language learners consider speaking ability as a measure of knowing a language. These learners define fluency as the ability to communicate with others, more than the ability to read, write, or comprehend verbal language. They consider speaking as the pivotal skill that they can acquire, and they asses their advancement in terms of the accomplishments in their verbal communication.

English learning output are as important as input. The output implies the opportunity which resorts to the language in any circumstances. Scrivener (2005) states that using a language is much more imperative than just knowing about it since

there is no point in knowing much about the language if we are unable use it. Based on that, students need to practice their English, either within the classroom, school, or other possible environment to construct and extend their speaking skills. Because the more students practice their English, the more advanced the problems they face. The more problems they can solve also equals to more development they acquire for their speaking ability. This means that generally students consider speaking as the standard for their English.

The process of comprehending English is diverse with the process of applying the language. Through output activities, particularly speaking activities, students aware of what they have learned and apply it when doing speaking activities.

Torky (2006), states that speaking can support other language skills. He said that a good speaker incorporates a great understanding of the language. It is proven that learning to speak can help the development of reading competence (Hilferty, 2005 in Mina, 2017), writing development (Trachsel and Severino, 2004 in Mina 2017) and the development of listening skills (Regina, 1997 in Mina, 2017). This implies that speaking skill affect the students' learning process in understanding English. While learning to speak, learners can also acquire the three other skills.

Al-Nakhalah (2016), notices that progression doesn't occur when individual make a conscious exertion to learn. Progress occurs as a result of unconstrained intuitive instruments, which are actuated when the learners engages in second language communication. This implies that only by engaging in real communication

where students have to respond spontaneously is where they are actually learning something.

To create individual understanding of what the speaker is trying to point out, the speaker also needs to pay attention to the component of speaking ability. According to Halimah (2010), The ability to communicate is related to the rules of language use and grammar rules. The components of speaking ability are grammar, fluency, vocabulary, pronunciation, comprehension.

2.2. Components of Speaking Ability

Haris (1974) said that there are five components recognized by analyzing in the speech process. They are pronunciation, grammar, vocabulary, fluency, and comprehension which can be stated as follows:

a) Accent/pronunciation

Wehmeier (2000) states that Pronunciation is the way in which a particular language or word or sound is spoken. Pronunciation includes vowels, consonants, stresses, and intonation patterns. In speaking perfect pronunciation of all sounds is not required for communication, but lack of proficiency can affect the sounds of the spoken words. If students have difficulty with a given sound, the teacher should help them by describing the movements of the tongue and lips. Accent or we can call pronunciation intonation in producing sound or speech the speaker must first decide what to say, be able to verbalize the words, and create physical sounds that carry meaning.

Oller (1979) claims that there are some component aspects in pronunciation assessing, they are:

1. Pronunciation is habitually muddled.
2. Big mistakes that often happen and a very heavy accent make understanding troublesome, require frequency repetition.
3. 'Foreign accent' requires concentrated listening and errors lead to incidental misconception and clear mistakes in grammar or vocabulary.
4. Stamped 'foreign accent' and sometimes mispronunciation which doesn't interfere with understanding.
5. No prominent error, but would not be taken for a native speaker.
6. Native articulation with no follow of 'foreign accent'.

b) Grammar

Grammar is the rules for forming words and making sentences. The grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Communication in speaking will run smoothly if its grammar can be understood. In order to be understood, the students should organize the words in the sentences compactly and efficiently. They should build grammatical sentences in order the listener can easily catch the meaning carried in their utterances.

According to Oller (1979), the component aspects in grammar assessing are :

1. Grammar nearly completely wrong in stock phrase.

2. Constant errors indicate very little control over main patterns and often prevent conversation.
3. Frequent errors show some main patterns that go out of control and causing occasional irritation and misunderstanding.
4. Occasional errors indicate defective control of some patterns but no flaws causing misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the spoken test.

c) Vocabulary

Word choice or vocabulary items also become one of the important components in speaking because the more people who master the vocabulary, the more their communication can be understood. Vocabulary is needed to speak. Vocabulary is usually learned in dialogue or conversation. This method will help students to be more active in communicating. When we want to assess vocabulary, we can get their score by measure whether their vocabulary is adequate or inadequate.

Oller (1979) claims that the components in vocabulary assesing are:

1. Lack of vocabulary for even the simplest of conversation.
2. Limited vocabulary to basic individual and survival areas (time, food, transportation, family, etc).
3. Word choice is sometimes inaccurate, vocabulary limitations prevent discussion of some common professional and social topics.

4. Adequate proficient vocabulary to discuss special interests, general vocabulary permits discussion of any nontechnical subject with a few circumlocutions.
5. Proficient vocabulary wide and exact, general vocabulary adequate to cope with complex practical problems and changed social circumstances.
6. Vocabulary seems to be as accurate and extensive as an educated native speaker.

d) Fluency

In accordance with Fulcher (2003), fluency is exceedingly oft depicted in metaphorical language. A deficiency in fluency is synonymous with slow, uneven speech. The fluency can be measured by :

1. Speech is so hesitant and partial that conversation is virtually impossible.
2. Speech is sluggish and odd besides short or routine sentences.
3. Speech is oftentimes halting and jerky, sentences may be left uncompleted.
4. Speech is occasionally indecisive, with some congeniality caused by rephrasing and groping for words.
5. Speech is simple and subtle, but perceptibly non-native in speed and evenness.
6. Speech on all proficient and common topics, are as effortless and subtle as native speaker's.

e) Comprehension

Comprehension is the notion or knowledge of the language and its production.

Oller (1979) delineate the components within the assessment of comprehension are:

- 1) Understand too scant for the simplest types of conversation.
- 2) Understand merely slow and basic speech on common social and travel topics; requires constant repetition and rephrasing.
- 3) Understand thorough, rather simplified speech that is contended to him, with considerable repetition and rephrasing.
- 4) Good understanding of ordinary educated speech addressed to him, but requires occasional repetition and rephrasing.
- 5) Understand everything in ordinary educated conversation besides for things that are very colloquial or low recurrence items, or speech that is hasty or slurred.
- 6) Understand everything in both formal and informal speech that is expected from an educated native speaker.

2.3. The Way to Measure Speaking Ability

Students have a different level of ability. Some may be named “excellent” or “poor”. To measure it required a rubric that categorizes the speaking ability, whether classified as excellent or poor. There are five components of speaking to be measured, which are pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Harris (1974) in terms of pronunciation, the rater measured it based on the way students pronounced the English words. The rater measured students' ability in terms of grammar was based on the way students arranged the correct

sentence. And in terms of vocabulary, the rater measured it by seeing students' word choices. In terms of fluency, it was measured based on the students fluent in speaking, smooth, using fillers, or stop for quite long. In terms of comprehension, the rater measured based on the student's and listeners' understanding of their monologues.

2.4. Techniques

Halimah (2010) said that there are four techniques to test someone's speaking ability, they are:

- 1) Reading aloud

Commonly used when it is wanted to assess pronunciation as distinct from the total speaking ability.

- 2) Oral drill

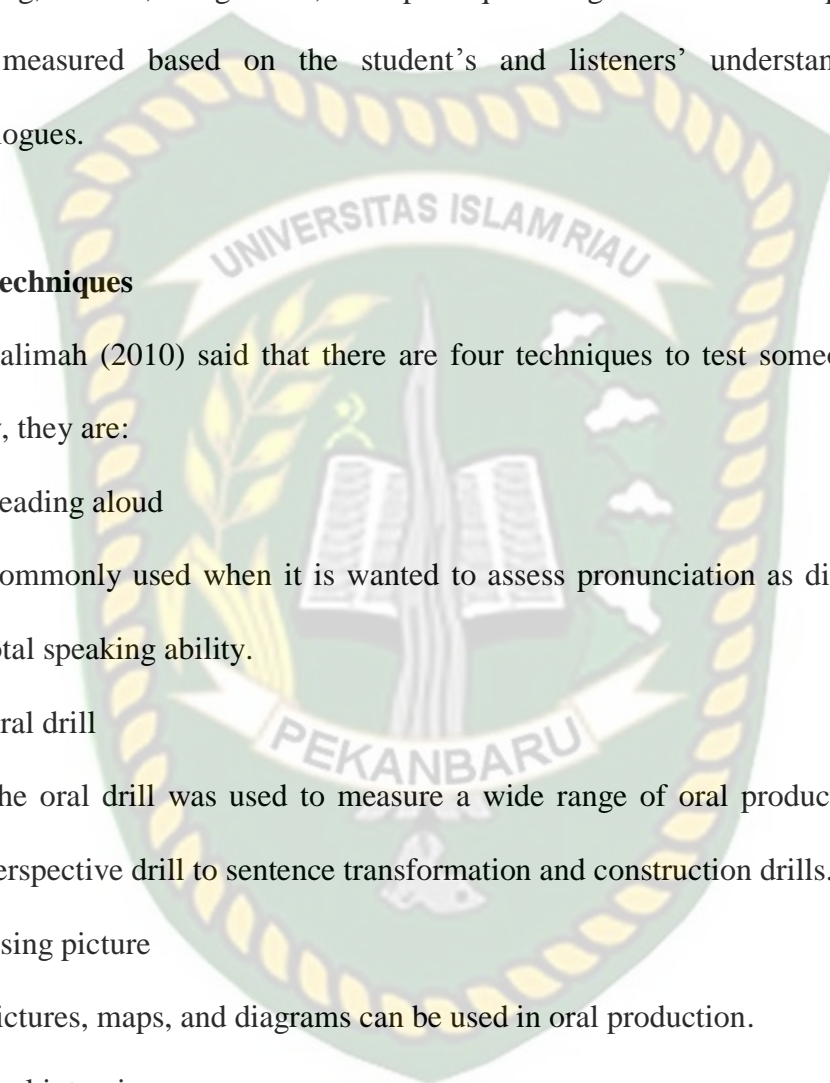
The oral drill was used to measure a wide range of oral production from pure perspective drill to sentence transformation and construction drills.

- 3) Using picture

Pictures, maps, and diagrams can be used in oral production.

- 4) Oral interview

Assessment of oral interview is very subjective and hence some of the time has only low reliability.



In this study, the researcher chose using picture as the technique in order to find out the ability of the students in describing.

2.5. Describing Pictures

There are many models of learning speaking, one of them according to Solahudin (2009) is by describing pictures. In this activity, the students get a picture based on the lottery and must describe it. The purposes of this activity are to train the students' imagination and retell the story in speaking English. This activity is also suitable for the students to improve their speaking ability because usually, students face difficulties in speaking when they do not know what to say or do not have any ideas. However, the pictures can help the students to speak English more, because it will be easier for the students when they see the objects.

2.5.1 The Advantages in Using Pictures

A picture is a great media to stimulate the students' interest in the learning process so that students' motivation in learning is expected to increase. Besides, it provides an assortment of fun and recreation. Gerlach and Elly (1980) stated that there are four benefits in using pictures in the speaking learning process as follows:

1. Pictures are cheap and broadly accessible.

The teacher can find pictures easily, for example in books, magazines, newspapers, social media, google and etc.

2. Pictures give common experiences for an entire group of students.

It means by using pictures, it is easier for students to express their ideas and finally, students can speak up in English.

3. Pictures can offer assistance anticipate misunderstanding.

Students are easier and more flexible to convey their ideas by using new vocabulary without worry about a misunderstanding between students' perception and teachers' perception and it also makes it easier for raters to assess students' speaking ability.

4. Pictures help students to focus on the subject and create active student.

In conclusion, the picture provides some advantages for measure the students' speaking ability. One of them is it can attract the students' motivation, interest, and imagination to convey their ideas. It will make work more appealing or interesting, for the student especially.

2.6. Related Studies

The first study was done by Yolanda Marini in 2014 entitled An Analysis of the First Grade Students' Speaking Ability in Describing Persons at SMPN 7 Padang. It was descriptive qualitative research. The data was collected by oral test. The result of this study showed that the speaking ability of first-grade students in describing a person was good. It was provided by the evidence that 31.25 % of them can describe persons orally. There were 43.75 % of the students who had been classified in good criteria in expressing ideas (content) in describing persons, 40.63 % of the students who had been classified in very good criteria in using appropriate grammar in

describing persons, 43.75 % of the students who had been classified in very good criteria in using appropriate vocabulary in describing persons, 40.63 % of the students who had been classified in very good criteria in the fluency of describing persons, 37.5 % of the students had been classified in good criteria in pronouncing words in describing persons.

The second study was done by Siti Surinah Harahap in 2015 entitled An Analysis on Students Speaking Skill at Second Grade SMP 8 Rambah Hilir. It was descriptive qualitative research. The data was collected by oral test (interview) with 21 samples. The result of this study showed that 67% out of 21 students have the good speaking ability, 33 % of 21 students had average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking skill is good.

The third study was done by Des Adean Fitri in 2020 entitled An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru. It was a qualitative research. The data was collected by speaking test with 21 samples. The research was conducted online, specifically by whatsapp. The result of this result showed that the average score of the pronunciation component was 2,8. In grammar was 3,5. In vocabulary was 3,2. In fluency was 2,7. Last, comprehension was 2,8. The conclusion is the students' speaking ability in retelling story had the average score of 3 and was categorized fair.

2.7. Conceptual Framework

According to Regoniel (2015), a conceptual framework is a map in the research investigation and it aims to make it easier for the researcher to identify the context of the study problem. The description of how this study conducted is represented in the following figure :

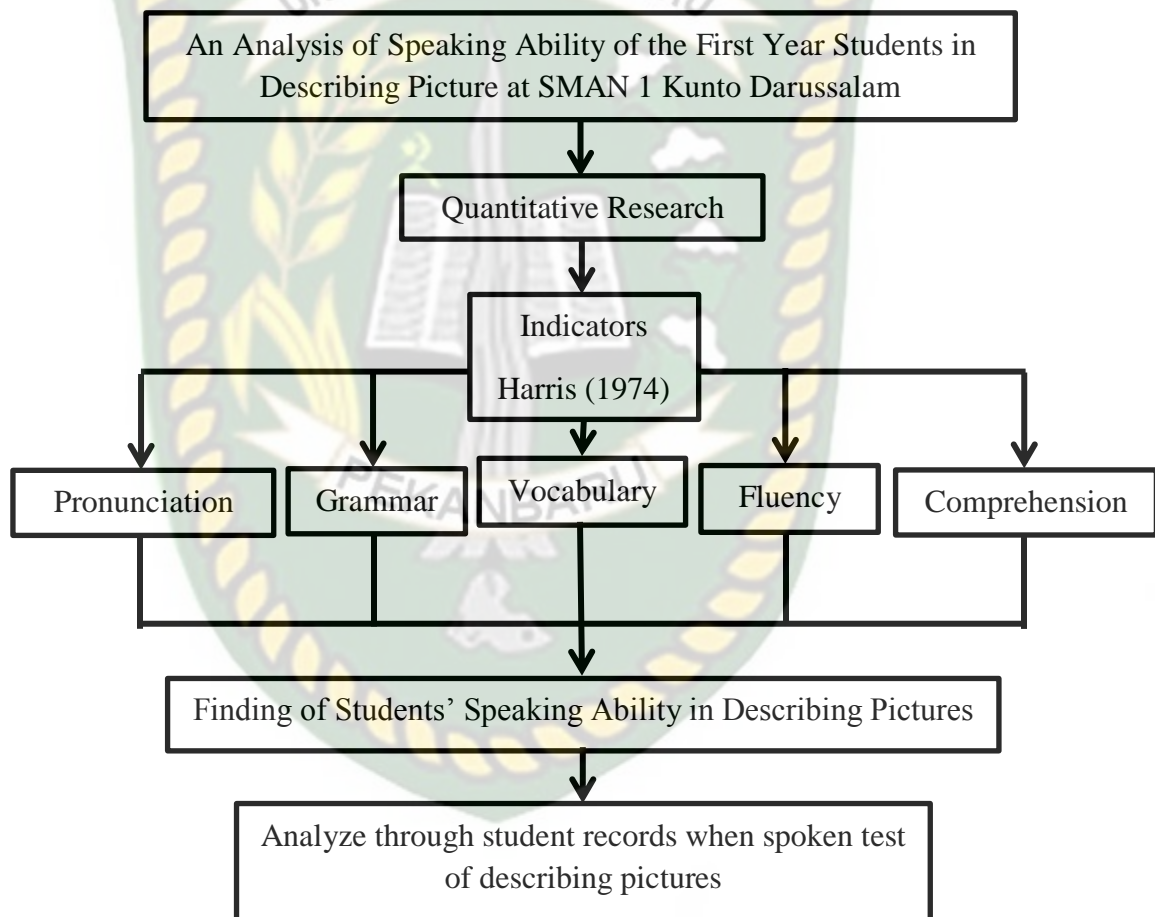


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about research design, time and place of research, population and sample of the research, instrument of the research, the data collection technique and the data analysis technique.

3.1 Research Design

This study is a descriptive quantitative research because the researcher tried to analyze the speaking ability of the first year students at SMAN 1 Kunto Darussalam in describing picture. As stated by Gay and Peter (2002), quantitative research involves collecting numerical data in order to answer the current status of the subject being studied.

3.2 Location and Time of the Research

This study was conducted at SMAN 1 Kunto Darussalam which is located on Jalan Rumbai Kotalama. The data was collected on March 2021.

3.3 Population and Sample of Research

3.3.1 Population

The population of this research is the first year students of SMAN 1 Kunto Darussalam. The total population of the first year students at SMAN 1 Kunto Darussalam is 140 students. they were divided into four classes.

3.3.2 Sample

Sampling is a technique of selecting a number of individuals for as study in such a way that the individual represent the population from which they were selected. In determining sample of this study, the researcher will use cluster random sampling. It is because the sample is homogeneous or the same level.

To know which class was the sample, the researcher used the lottery to take the sample. The researcher prepared four pieces of paper because the population was four classes. One of the papers had the word “sample” written on it and the other was blank. Then, the chairman of each class took one paper. Those who got the paper written “sample”, their class was chosen as the sample of this research. As the result, class X MIPA I was chosen as the sample of the research which consisted of 30 students.

3.4 Instrument of the Research

In conducting this research, the researcher used spoken test as the instrument. As stated by Arikunto (2010), a test is a very important instrument by which the researcher will get the data of her or his research. The researcher chose describing pictures as the material of the spoken test because based on the syllabus of curriculum 2013, the students have already learned about how to describe at the first grade and this was also supported by discussing with the English teacher.

In this research, the researcher has provided some pictures about people, places, and things. Some of the pictures were selected and have been tested on students through a lottery system. Lastly, the researcher also recorded the results of students' descriptions of the picture that had been chosen by themselves through a lottery with

a duration of 1-2 minutes. The researcher used a voice recorder to record students' voices while spoken test. This voice recording will make it easier for the researcher to analyze students' speaking ability and draw a conclusion from the data that has been collected.

3.5 Data Collection Technique

To conduct this research, there are several steps taken by researcher in collecting the data. The first, asked permission. The researcher contact the school and the English teacher who taught there to ask for permission to collect the data directly or offline on condition that they will follow the health protocols such as wearing a mask, maintaining distance, and the researcher will provide themselves with hand-sanitizer if it is necessary. After the researcher got permitted, the researcher create a Whatsapp group as a media to gather the sample. Then the researcher gave instruction to the students to take a spoken test directly on condition that they followed the listed protocols. So to minimize the crowds, the researchers will not collect the data on the exact same day, meaning that, the researchers will held several sessions with 10 samples in each one.

3.6 Data Analysis Technique

The technique of data analysis is important to conduct this research, because it can help the researcher to solve the problem. In addition, Azwar (2001) claims that analyzing data is a method to organize the data until readable and interpretable. In this research, to analyze the data the researcher has applied the following steps :

1. Collected the data.

2. Gave the record to the raters.

(There are three teachers as the rater. One rater from SMAN 1 Kunto Darussalam, one more from SMPN 1 Pagaran Tapah Darussalam, and then from SMK IT Kunto Darussalam).

3. The raters watched and listened students' speaking performance.

4. The raters gave the score by using speaking indicators.

5. The researcher took and calculated the scores from raters.

6. Interpreting the findings.

There are five components of speaking to be measured: pronunciation, grammar, vocabulary, fluency, and comprehension. The rubric of the scoring system for speaking ability is shown in table 3.1.

Table 3.1. The Rubric of the Scoring System for Speaking Ability.

Aspects	Score	Explanation
Pronunciation	5	Pronunciation is clear like a native speaker.
	4	Easy to understand the students' pronunciation.
	3	Pronunciation problems require concentrated listening and sometimes leads to misunderstanding.
	2	Very hard to understand because of the pronunciation problems.

To be continued

Aspects	Score	Explanation
	1	The pronunciation problem is serious so it can't be understood.
Grammar	5	Make a few grammatical errors visible.
	4	Sometimes makes grammatical errors and it influences the meaning.
	3	Makes frequent grammatical errors and sometimes obscure the meanings.
	2	Grammar and word order errors make understanding difficult.
	1	Errors in grammar are unintelligible.
Vocabulary	5	The use of vocabulary is correct.
	4	Sometimes uses inappropriate words but still understandable.
	3	Frequent use of the wrong words because of inadequate vocabulary so the conversation somewhat limited.
	2	Limited vocabulary makes understanding quite difficult.
	1	Vocabulary limitations are so extreme that it makes conversation almost impossible.
Fluency	5	Fluent a speech and easy like a native speaker.
	4	The speed of speech seems to be slightly affected by language problems

To be continued

Aspects	Score	Explanation
	3	The speed and fluency are somewhat strongly affected by language problems.
	2	Usually hesitating and stuttering, the sentence might be left unfinished.
	1	Very stuttering.
Comprehension	5	Seems to understand everything without difficulty.
	4	Understands almost everything normally speed, although repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Difficulty understanding what students are talking about even with frequent repetition.
	1	Can't understand most of what the students said.

Adapted from Harris (1974)

In scoring the students speaking ability, the raters used the scoring that explained above. The aspect of speaking to be evaluated are :

Table 3.2. The aspects of speaking to be evaluated.

Aspects of speaking	Score Range
Pronunciation	5 : 4 : 3 : 2 : 1
Grammar	5 : 4 : 3 : 2 : 1

Vocabulary	5 : 4 : 3 : 2 : 1
Fluency	5 : 4 : 3 : 2 : 1
Comprehension	5 : 4 : 3 : 2 : 1

Adapted from Harris (1974)

Table 3.3. The level of the Ability.

Score Classification	Category
4.5- 5.0	Excellent
3.5- 4.0	Very Good
2.5- 3.0	Good
1.5- 2.0	Poor
0.5- 1.0	Very Poor

Adapted from Arlin in Fitri (2020)

The formula to analyze students' speaking ability could be seen as follow :

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

- SA = Students' speaking ability
P = The students' ability in pronunciation
G = The students' ability in grammar
V = The students' ability in vocabulary
F = The students' ability in fluency
C = The students' ability in comprehension

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the research finding of the data concerning about students' speaking ability of SMAN 1 Kunto Darussalam in describing pictures. The research had been done on the first-year students of SMAN 1 Kunto Darussalam and it was conducted to find out the speaking ability of the first-year students at SMAN 1 Kunto Darussalam. In speaking ability, the students were assessed in five terms, which are: pronunciation, grammar, vocabulary, fluency, and comprehension. In the assessment, each aspect had a score of 1-5, with the lowest score was 1 and the highest score was 5. After being scored by the three raters, those scores were processed by using the formulas in the previous chapter and then the test results were presented and analyzed by the researcher.

4.1 Data Presentation

Table 4.1 shows the result of the students' speaking ability based on the test that have been conducted:

Table 4.1 Number of Students' Speaking Score in Describing Pictures

No	Score	Category	Number of Students
1	4.5- 5.0	Excellent	0
2	3.5- 4.0	Very Good	10
3	2.5- 3.0	Good	17

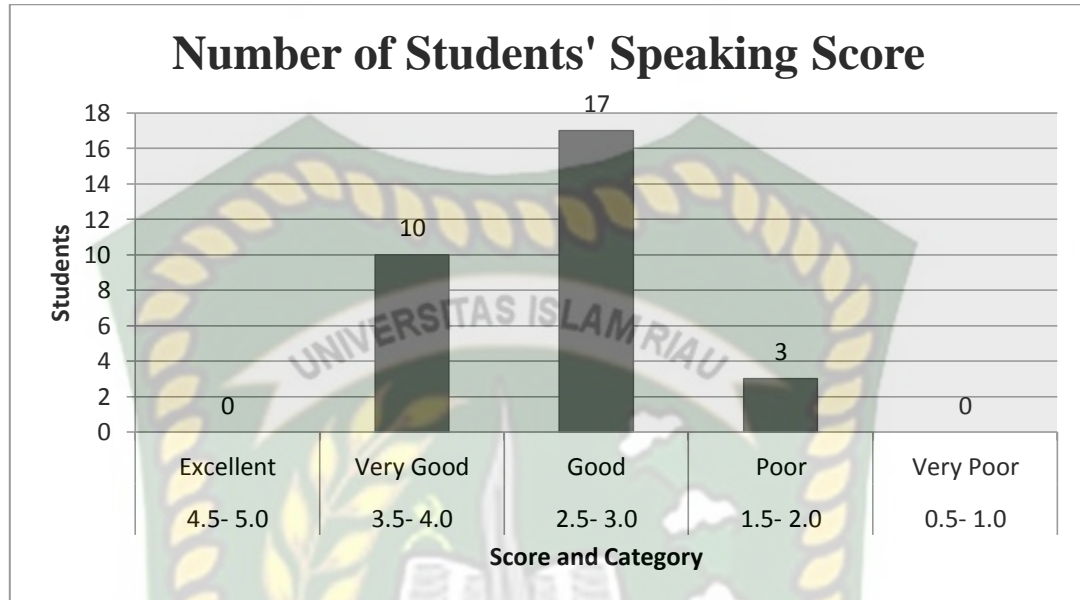
To be continued

4	1.5- 2.0	Poor	3
5	0.5- 1.0	Very Poor	0
Total			30

Based on table 4.1 above, it can be shown that 10 students got a score of 3.5- 4.0 and categorized “Very Good”, 17 students got score 2.5- 3.0 and categorized “Good” and the last, 3 students got score 1.5- 2.0 and categorized “Poor”. On the whole, it can be concluded that most of the students categorized “Good” in describing pictures because most students got a score of more than 2.5 and less than 3.5. Moreover, no one student got the excellent categorization. It means that while the students start to describe the pictures, most of the students make pronunciation problems and occasionally lead to misunderstandings. In terms of grammar, the students got grammatical errors and obscure the meaning. Then in terms of vocabulary, frequently uses wrong words and in terms of fluency, the speed of the speech seems to be a little affected by language problems, and the students usually hesitant also stutters. In terms of comprehension, the students appear to understand without difficulty. So according to all raters, the speaking ability of the first-year students of SMAN 1 Kunto Darussalam is at the good level. For more explanation about the students’ speaking ability according to the three raters can be seen in appendix 4.

The number of the students’ speaking scores in describing picture also can be presented in the following graphic:

Figure 4.1 Number of Students' Speaking Ability Scores in Describing Pictures



Based on figure 4.1 above, it can be clearly concluded that most of students got the "Good" category with a total of 17 students. Then, only 10 students got "Very Good" category and the rest are categorized as "Poor" with a total of 3 students. It also can be clearly seen that there are no students at SMAN 1 Kunto Darussalam who got the "Excellent" category. This means that the first-year students at SMAN 1 Kunto Darussalam need to improve their speaking ability in order to reach the "Excellent" category. However, it takes more effort or hard work like more practice speaking than usual especially in the component of pronunciation. From appendix data, many students got a low score in pronunciation, so the students need a lot of listening to native speakers' pronounces in order to know how to pronounce correctly. Everything needs a process to get the results we want.

4.2 Data Interpretation

After analyzing the data, the researcher interpreted that the first-year students' speaking ability in describing picture at SMAN 1 Kunto Darussalam was good and it could be seen from the table 4.3 below:

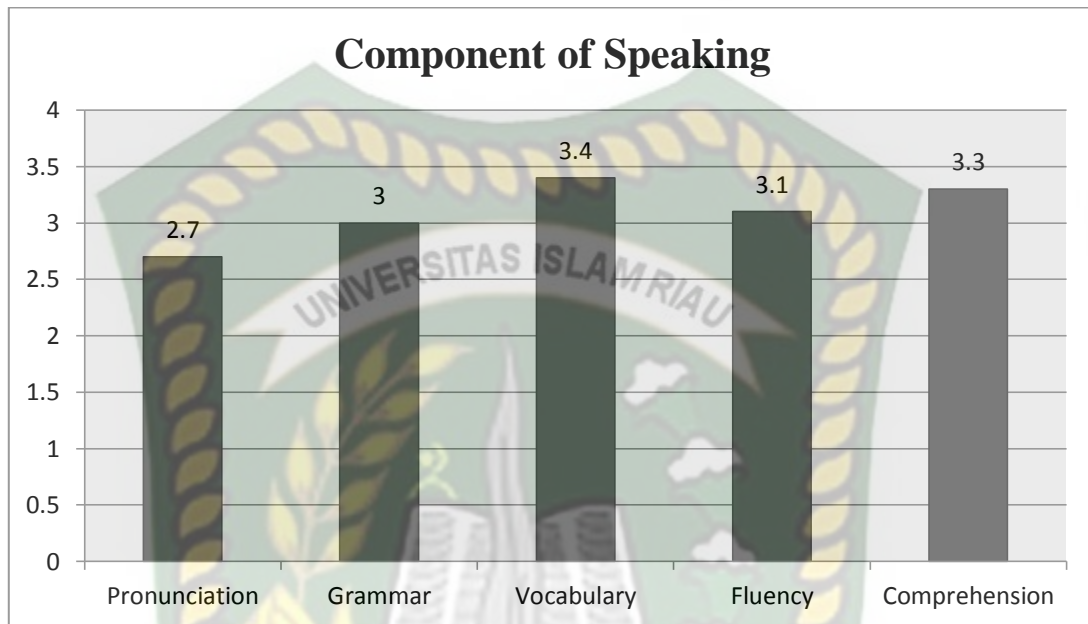
Table 4.2 Recapitulation of Students' Speaking Ability in Describing Pictures

No	Components	Mean of Rater 1	Mean of Rater 1	Mean of Rater 1	Total	SA/ Mean	Category
1	Pronunciation	2,8	2,7	2,7	8,2	2,7	Good
2	Grammar	3,2	2,8	3	9	3	Good
3	Vocabulary	3,6	3,5	3,3	10,4	3,4	Good
4	Fluency	3	3,2	3,1	9,3	3,1	Good
5	Comprehension	3	3,6	3,5	10,1	3,3	Good

Table 4.2 shows that the average of pronunciation was 2,7 and categorized as "Good". Then, the average of grammar was 3 and categorized as "Good", the average of vocabulary was 3,4 and categorized "Good", the average of fluency was 3,1 and categorized as "Good" and the last, the average of comprehension was 3,3 and categorized "Good" also. As a final point, the total average of students speaking ability was 3,1 and categorized as "Good". (see appendix 5)

The following is a graph showing the result of students' speaking ability in describing pictures:

Figure 4.2 Students' Speaking Ability in Describing Pictures for Each Component.



Based on the diagram above, it is shown that the highest average is the component of vocabulary was 3,4., and then the component of comprehension was 3,3., component of fluency was 3,1., component of grammar was 3., and the lowest average is component of pronunciation was 2,7. In this case, the component of pronunciation is the most dominant problem faced by students in speaking. It because still many mispronunciations and unfamiliar accents, in the end, their pronunciations error and occasionally lead to misunderstanding. But, overall their pronunciation was still good because these pronunciation problems rarely disturb the listener's listening, and listeners only need concentrated listening to understand.

Furthermore, the average of the students' speaking ability in grammar aspect was 3,0 and categorized as good. It means that most of the students have good control in grammar and rarely make mistakes. However, sometimes in the use of "to be" some students did not fully understand but overall still good control. Then, the diagram also showed the average scores of students' speaking ability in the vocabulary component was 3,4 and from five components of speaking ability, the vocabulary aspect is the highest average. It is because most of the students were able to use appropriate vocabulary in speaking. Before they start the spoken test, they have the freedom to explore their ideas on paper and when tested, they only read what they have written, also they know what words they had to use and speak it. In summary, the students' speaking ability in the vocabulary component was good.

In addition, the diagram also presented the average of students' speaking ability in fluency aspect was 3,1 and still categorized good. Although, during their performance the speed of the speech seems to be slightly affected by students' speech problems, and the students were hesitant also stutters. However, not all the students who have problems in fluency, there were still some students have good ability to speak fluently. As a result, the students speaking ability in the fluency component was good, because the students could handle it.

Lastly, the average scores of students' speaking ability in the component of comprehension was 3,3. It is because the students understand what they said and most of the students sure what the picture describes. Therefore, it is concluded that the

speaking ability in the comprehension component still categorized good. As a final point, the average score of the first-year students' speaking ability to describe pictures was 3,1 and categorized "Good". In addition, from the result of this data, it can be concluded that the component of pronunciation is the most dominant problem faced by students in speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

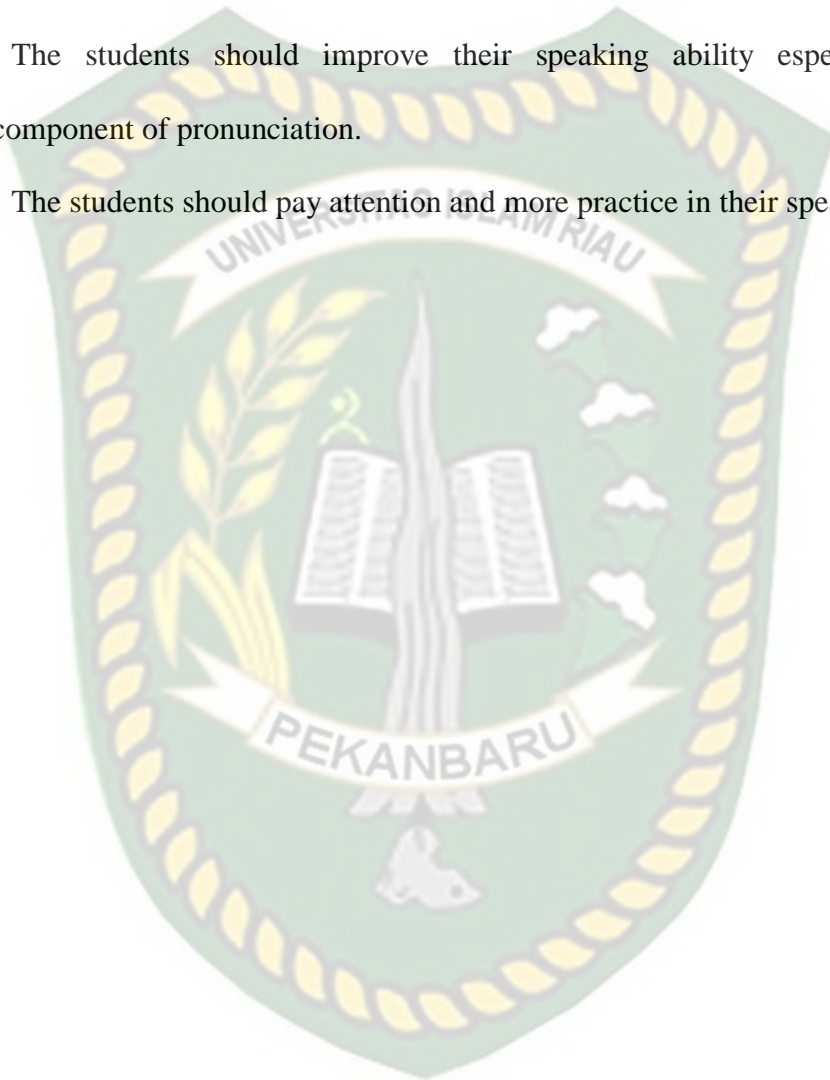
This research was conducted at SMAN 1 Kunto Darussalam and focused on analyzed students' speaking ability in describing pictures. The sample of this research was the first-year students and the researcher only took one class as the research sample. Based on the research finding, the first-year students' speaking ability in describing pictures is at a good level with a mean score is 3,1. The highest score is in terms of vocabulary and the lowest score is in terms of pronunciation.

5.2 Suggestion

Based on the result of this research, the writer would like to offer several suggestions which are expected can be applied easily in teaching and learning English especially in speaking.

- 1) For the teacher
 - a. The teacher should put more attention to the students' learning process and motivate students to always practice their speaking ability.
 - b. The teacher should test the students' speaking ability to find out problems faced by students in speaking.

- c. The teacher should creative to avoid boredom in learning English especially in speaking.
- 2) For the students
 - a. The students should improve their speaking ability especially in the component of pronunciation.
 - b. The students should pay attention and more practice in their speaking ability.



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