

**A STUDY ON STUDENTS' SPEAKING ABILITY BY USING
INSTAGRAM AT SMA SERIRAMA YLPI PEKANBARU**

Intended to fulfill one of the requirements for the award of Sarjana Degree in English

Language Teaching Education

A THESIS



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A Study on Students' Speaking Ability by Using Instagram at SMA Serirama YLPI Pekanbaru

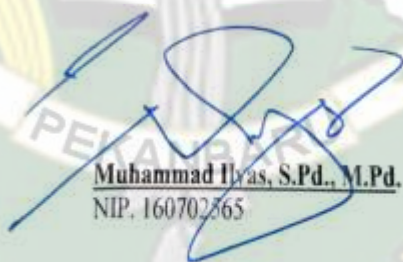
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“A STUDY ON SPEAKING’ STUDENTS ABILITY USING INSTAGRAM AT SMA
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DECLARATION

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I truly admit that this paper is from my own ideas, except some quotations which were adopted or asserted from the various sources involved in references. scientifically, i took responsible for the truthfulness of the data presented in this paper.

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Pekanbaru, December 20th 2021

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ABSTRACT

Anita Fransisca, 2021. A Study On Student's Speaking Ability by Using Instagram at SMA Serirama YLPI Pekanbaru.

Keywords: Speaking Ability; Fluency.

This research was aimed to explore and describe students' speaking ability, specially students' fluency by using instagram at SMA Serirama YLPI Pekanbaru. The purpose of this research is also to find out how good is students' speaking ability, specially students fluency after assesses by using instagram as the learning media.

The research design of this study was a qualitative research, which the method of the research is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality. This research pointed on method of collecting, analyzing, and describe the result of the analysis. The students were asked to speak english and then post in instagram.

Based on the result of the research, the researcher got some finding. The students mean score in fluency was 3 in fair criteria, the students' mean score in expressing and volume indicator was 4, smoothness indicator was 3 and pace indicator was 3. Then, base on the result is students in second grade, there were 11 students that was in good criteria and 4 students in fair criteria. Finally, it can be concluded that the students fluency of the second grade students of SMA Serirama YLPI was in fair criteria.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Nowadays, English being extremely important as communication tool around the world. English practical knowledge being prerequisites for many disciplines and profession. As a result, over a billion people speak at least basic English. For this reason, the Indonesian government has decided to teach English, the first foreign language in Indonesia, as a compulsory subject in junior high school and high school. As local content and as an elective at school, English serves as a means of physical, mental and social development for young learners. Learners need to have basic skills such as speaking, reading, writing and listening to communicate in English.

Speaking is the unit that use by someone to expresses an idea, opinion, or argument, and speaking is also a way of communicating with each other and clarifying the subject. Speaking is one of the ways in which the language system manifests itself through the use of speech organs. Moreover, as one of the basic skills of English, speaking plays an important role in the language learning process. By speaking, people can express their thoughts, feelings and desires to others. Speaking is ubiquitous in daily activities. When someone speaks, they interact and use language to express their thoughts, feelings, and thoughts. We also share information through communication with others.

In some situations, speaking is used to give instructions and get things done. For example, to explain things or someone, to complain about people's behavior, to seek or provide services. By seeing those fact, it is being necessary for people to have good speaking skill, including students. In order to acquire good speaking skills, speakers need to practice continuously, acquire good vocabulary, and gain speaking experience.

According to Brown (2004), there are six components of speaking that can be scored, pronunciation, grammar, vocabulary, fluency, comprehension and task. In this research, the researcher focused on students' fluency. In the discussion of fluency, it is discussed about flow, smoothness, speaking speed, speech length, connection of ideas, lack of excessive pauses, and lack of annoying hesitation. Further, appropriate fluency will greatly improve your English proficiency, make it smoother, more natural and more impressive to the listeners. In addition, because there is no language disorder, it provides more effective communication.

In this globalization era, in communicating, social media become one of human life part and give huge effect for human life. the effect can negative if there is no control during using it, but it can give very positive effect if people use it correctly, including in teaching and learning aspect. One of those social media is *Instagram*. Instagram is one of the most popular and most used social media these days. This causes people, including learners, also tend to operate and involve the application in their daily activities and real life. It is widely argued that meaningful learning needs to be the purpose. Therefore, many teachers are

starting to use Instagram to engage students' understanding and critical thinking. Instagram has many advantages in learning and teaching process. As one of the social medias, Instagram has advantages in educational fields; besides for meaningful learning, it also facilitates learners to gain more information broader. The available information is more iverse and can be accessed easily.

The use of Instagram in the classroom can be functioned as media in English teaching and learning process, especially speaking skills. Few studies have investigated the use of Instagram for teaching skills other than speaking skills, for example the study that had been done by Elliott Burn, Jen MacLachlan, and Jake Charles Rees entitled *„Everybody Phones Out: teaching experiments with Instagram.*' Fitri Handayani entitled *Students Attitude toward Using Instagram in Teaching Writing.*' Voyce Li entitled *Social Media in English Language Teaching and Learning.*'

Instagram is a social media that enables people to connect with the whole world, it has a high possibility for the users to share pictures or video with English caption in Instagram. Further, the researcher believed that video features in Instagram can be used as a media to asses or supervised students' fluency. The researcher interested to choose this topic because the using of social media, such as Instagram related to the fact that, in this era teachers and students are recommended to optimized the technologies in teaching and learning. Especially in this pandemic condition, where the learning process is held via online.

Besides, teachers have to realized that in era of technologies students are more familiar with the current technologies. It is being necessary for teacher to always update the strategy even the media that used in learning process. It is important to ensure that the will not students feel bored with the learning process, especially during online learning. By using Instagram, the researcher believed that teachers can help students to get more confidence and get more positive spirit to speak fluently, so they can share to their friends in Instagram that they have a good speaking ability.

According to all those explanations, the researcher decided to conduct a study that focuses on analyzing students' speaking ability, by using Instagram at SMA Serirama YLPI Pekanbaru especially in Grade two entitled **“A Study on Students' Speaking Ability by Using Instagram at SMA Serirama YLPI Pekanbaru”**

1.2 Identification of the Problem

English being the most important language to mastered in this globalization era. Further, for communication, speaking skills being one of necessary skill to mastered effectively. By that fact, teacher need to ensure that students have appropriate speaking ability and they need to assess it without make the students feel bored with the learning process.

In era of technology and during this pandemic, teachers need to always find a new strategy to ensure students feel comfortable in teaching and learning process, in this case speaking. Instagram as one of social media are known by

almost all of people around the world and it has many features, such video features that can be used even optimized for teaching and learning speaking process.

1.3 Focus of the Problem

Based on those explanation above and to make the research become clear, the research will be focused on analyzing English speaking ability of SMA Serirama YLPI students specifically, students' fluency.

1.4 Research Question

Based on the background of the problem above, the research question are:

1. How good is students' speaking ability, specifically students' fluency after assesses by using Instagram as the learning media?

1.5 Objective of the Research

Based on the research question, the objectives of the research are:

1. To find out how good is students' speaking ability, specifically students' fluency after assesses by using Instagram as the learning media

1.6 Significance of the Research

The researcher hopes the result of this research will give contributions to teaching and learning process in speaking ability, as follows:

1. For the students: students can improve and check their speaking skill by using new kind of media.
2. For the researcher: researcher is able to know can be Instagram used to assess or improve English speaking ability.

3. For the English teacher: teacher can get more media to use in teaching English speaking.

1.7 Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Instagram

Instagram is a mobile app (iOS and Android) that allows users to instantly share their photos moment or short videos into visually appealing image by adding caption and can edit our images, which is then shared with others on the network. Instagram is currently the third most popular social network used by U.S. college students' pictures and videos. In this research, Instagram means one of the social media that can be used by teacher as a medium of learning in the classroom or outside the classroom because almost all students in contemporary times have android phone and Instagram account. We can download Instagram application in play store and app store.

2. Speaking Ability

The ability of speakers to delivered the information clearly in the process of oral communication based on the appropriate rules or structure of speaking.

3. Fluency

The ability to speak fluently and accurately with minor mistake so that can avoid miscomprehend.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

In this chapter contains about the all of the theories related about the research. Furthermore, the theories can support the research about the speaking ability. Thus, the researcher will explain the related theories in this chapter.

2.1.1. Definition of Speaking

Speaking is the peoples' activity to share idea and opinion to others. By speaking, the people can interact and communication in daily life. According to Underwood cited by Indramawan (2013) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. It means that speaking is the process of speakers and listeners to get and share the ideas. So , speaking is the important process that the people conduct in daily life.

In line with statement above, it can be described that speaking is the activity between speakers and listeners to share and accept the information to achieve the certain purpose. Furthermore, speaking can not be separated with the people in the world. Without the speaking in the world, the people can not express the idea or opinion. So that why speaking is important skill in the life. Thus, speaking is the main skill that every people need in our life.

Moreover, Speaking is at the heart of second language learning. It is one of the skill in English language. The learners should master all of English skill. One of the skill that should be mastered by leaners is speaking. Flor et, al. cited by

Irawati (2016) states that the main role of the speaking skill for communicative competence of the learners requires the possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances. It means that, the learners are taught by the teacher about how to speak, how to say something, and how to comprehend the language.

Based on the explanations above, it can be summarized that speaking should be mastered by the learners. Through speaking, the learners are taught how to speak well. The learners can communicate and understand aspects of speaking. Thus, the learners know what should they attention when speak. Such as grammar, pronunciation, vocabulary, fluency, and comprehension. So, the learners should pay attention on all aspects of speaking.

Furthermore, According to Jansen (2015) states that speaking is an action of people to express the messages fluently and effectively. It means that, to communicate to others, the speakers should attention on language structure, vocabulary in the right context, and pronunciation. If the people pay attention on those, the listeners can get the what the speakers say. Thus, speaking is useful in human life.

Therefore, According to mendes,et all. (2014). Speaking is an oral communication skill. In daily life, the people can not be separated with speaking. All of people in daily life need to communicate. Further, to communicate in another language which is not mother tongue is challenge. Thus, it is difficult skill especially for students that learning English. However, the teacher should more

creative in teaching learning activities to make the students confident to communicate in English.

Based on all theories above, it can be described that speaking is the peoples' activity to express the idea. It is the process of the speakers how to say information and idea to others. In this life, the people can interaction to society through speaking. And then, The hearers can hear the news or information from the speakers directly. Further, when speaking, the speakers should pay attention in all aspects of speaking. In order to the listeners can easy to get the idea from the speakers. So that why speaking is very important skill for all people and can not be separated in daily life.

A . Components of Speaking

There are five components of speaking are generally recognized in analysis of speech pogress. According to Harris cited by chaudary (2008) the components of speaking are Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns Grammar, Vocabulary, Fluency, Comprehension.

1. Grammar

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

2. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

4. Fluency

Fluency is a thorny issue in assessing speaking. This is partly because the word 'fluency' has a general meaning, as in 'she is fluent in five languages', and a technical meaning when applied linguists use it to characterize a learner's speech. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a

reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

5. Comprehension

Comprehension means that the speaker understand about what that they speak and the listeners also understand about what the speakers speak. It means that the speakers should able to comprehend what that they speak.

In this research, the researcher assessed the students’ speaking skill to measure the value of the speaking by using all of components above. The researcher measured the speaking result before giving treatment and after giving the treatment. The result of students speaking after giving treatment were compared with the result of speaking before giving treatment. It conducted to know is there any significant effect of Test Taking Teams Technique towards students’ speaking ability.

B. Type of Speaking

According to Brown and Abeywickrama cited by Ertin (2014) propose five types of speaking as explained in the following.

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without

having to add extra explanation. What comes out from them is solely the information they hear.

2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

C. The Principles of Teaching Speaking.

Speaking is one of skill that should be mastered by the learners. The teacher should be more creative and inovative in teaching speaking. Then, the teacher

should have principle to teaching speaking. According to Nunan (2003: 54) there are some principles to teaching speaking.

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.

A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

1. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons, especially at the beginning and intermediate levels. Learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

2. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

3. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

4. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Most spoken interactions “ can be placed on a continuum from relatively predictable to relatively unpredictable” (Nunan, 1991, p. 42).

Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that “ transactional encounters of a fairly restricted kind will usually contain highly predictable patterns” (1991, p. 42),. According to Nunan, interactional speech is much more fluid and unpredictable than transactional

speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

Based on the explanations above, it can be summarized that when teaching speaking, the teacher should have the principles to teach the students. Those principles above can be used by English teacher to teach the students in speaking. By using those, the students are able to communication and interaction. Thus, principles teaching speaking are important when teaching speaking skill.

2.1.2 Fluency

According to Richard (2008), fluency is the use of natural language that occurs when the speaker engages in meaningful interactions and the maintains comprehensible and continuous communication despite limited communication skills. Besides, based on Jamatlou (2011), fluency can translate thought or communication intent into speech quickly, smoothly, accurately, clearly and efficiently, under the time constraints of online processing. This early concept of fluency is accepted by most teachers and researchers because it recognizes that fluency is different in nature from other elements of verbal ability. So that, by those explanations, it is can be concluded that fluency is the ability of the speakers to speak clearly as the right or appropriate structure or rules in English speaking. The Indicators of fluency can be seen in the following table;

Table 2.1.2 Indicators of Fluency

Description	1	2	3	4
Expression and Volume	Speak in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Speak in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend	Speak with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend	Speak with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Speak word-by-word in a monotone voice.	Speak in two or three word phrases, not adhering to punctuation, stress and intonation	Speak with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Speak with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage	Speak with extended pauses or hesitations. The reader has many "rough spots."	Speak with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Speak smoothly with some breaks, but selfcorrects with difficult words and/ or sentence structures.

Pace	Speak slowly and laboriously.	Speak moderately slowly.	Speak fast and slow throughout reading.	Speak at a conversational pace throughout the reading.
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2.1.3 Social Media

Based on Dewing (2012), social media refers to a wide range of internet-based and mobile services that enable users to participate in online exchanges, provide user-created content, and participate in online communities increase. In the discussion of social media, the social refers to interacting with others by sharing and receiving information with them and media refers to communication tools such as the Internet.

According to Social Media Policy that stated in Ferdinand (2013), social media refers to a set of online tools that support social interaction between users. Internet users can imply some Civitas scholars such as teachers, teachers, students, and teachers. Based on all of those explanation, it can be concluded that social media sites are one of the communication technologies that can be a place or platform to connect with other people by chatting and sharing information and knowledge, even in other cities and countries. can do. Social media is also very useful for education. It intrigues students to the learning process. In addition, people can use social media anytime, anywhere as long as they have access to the internet.

2.1.4 Instagram

Sheldon et al. identify that individuals use social media to store images and memories so that they can remember every special event that happened in the past. This is resulting in a new motivation for *Instagram* use. It particularly acts as a virtual photo album. Unlike other social media that are more text-based oriented; for example, *Twitter* and *Facebook*, *Instagram* relies on images. So, People who want to document a special moment are more likely to post a picture on Instagram, rather than compose a tweet.

Generally, *Instagram* users access the application to entertain themselves, do capital business, and probably just do their hobbies. However, it is not impossible to use *Instagram* as a teaching media. In the link to education, *Instagram* is mostly used for teaching cultural lessons. Particular study or framework that discuss *Instagram* as a media in language teaching has not been conducted. In fact, some teachers begin to use it in purpose to connect the lessons that they teach with students' real life also something that students often do. As *Instagram* is considered as one of Social Media, then it is expected to also have the characteristics of social media especially in terms of facilitating education progress. It means that the use of Instagram can be used to teach the lesson and make the learning process more creatively.

2.1.5 Instagram as A Media in Teaching Speaking

Nowadays, Instagram is one of the popular social media channel around the people. From child until adult using it mostly in their daily life. In this research

Instagram as the media in teaching, it works as a unique way for teachers and students to connect and share information. In fact, Instagram is developing a regular presence in classroom and teachers are finding creative ways to put it to good use. Instagram can also be used in educational benefits with the students. Instead of adding the material in the form of photos, teachers can task students with documenting what is going on the class, including experiments, project and the other activities.

According to McBride(2009) Teachers can even use Instagram on field visits, share photos of what they need and use it to give the lesson during speaking class. In addition, Instagram can be used for education as the use of visual images potentially improve students interpersonal development. The teacher can put the material in the form of photos such as school, classroom condition or collaboration material and ask them to give their opinion in speaking that can improve students intelligence. It makes students and teachers creativity able to see how each student gives respond. So, using Instagram teachers and students can be more creative in teaching-learning process.

2.2 Previous Studies

There are several studies that already discuss about the using of Instagram in speaking activity. The first previous study that had been done by Elliott Burns, Jen MacLachlan, and Jake Charles Rees, entitled *"Everybody Phones Out: teaching experiments with Instagram"*. This research makes specific reference to EPO's co-option of the iconography of memes, the combination of textual and visual

information and the image parlance of memeology to humorous, and virulent, effect. In addition, this research uses Instagram to deliver the material and develop it. It's different from my research focuses on HOTS in teaching speaking learning. Means not only deliver the material, it's also upgrading their critical thinking.

The second is a journal by Astiti Dwi Handayani, Bambang Yudi Cahyono & Utami Widiati entitled "*The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions*". This study examined the effect of the use of Instagram on EFL students' writing ability. their competence in writing, interest in the use of Instagram in the teaching and writing, and learning process. Based on the findings of this study, some recommendations are given for teachers and future researchers regarding the use of Instagram in the teaching of EFL writing. Whereas my research focuses on speaking skill.

The third is the previous study done by Fitri Handayani entitled "*students attitudes toward using Instagram in teaching writing*". This study aims to investigate students' attitudes towards the use of Instagram in teaching writing. From this study, the researcher uses the questionnaire and interviewed to get the data. The research design included a 5 point Likert-type questionnaire which was strongly agreed (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). It was used to investigate students' attitudes toward the use of Instagram in teaching writing

The fourth is a journal by Candradewi Wahyu Anggraeni entitled "*Students' Perspectives Toward the use of Instagram In Writing Class*". This study presents

the students' perspectives of using Instagram in doing their writing assignments. From this journal, it is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class. Whereas this research focuses on applying Instagram in teaching speaking.

The fifth is a journal by Voyce Li entitled "*Social Media in English Language Teaching and Learning*". This study first shares our case of using social media in English language teaching and secondly, explores students' use of social media for English learning and the relationships between six possible frequent learning activities through social media. Whereas my research is focuses on using media to assist High order thinking skill in speaking.

2.3 Conceptual Framework



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This is a qualitative research using case study approach. The researcher aims to explore and describe students' speaking ability, specifically students' fluency by using of Instagram at SMA Serirama YLPI Pekanbaru Students. The qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality. This research pointed on methods of collecting, analyzing, and describing the result of the analysis.

3.2 Source of Data

Sarwono (2006) identified there are two kind data sources in qualitative research:

a. Primary Data

Primary data are the speaking test score of the students at SMA Serirama YLPI Pekanbaru Students that obtained from speaking video that submitted by the students via Instagram.

b. Population

The population of this research was the second-grade students in SMA Serirama YLPI Pekanbaru.

Tabel 3.1. Population of Research

No	Class	Program Study	Total
1	X	Science	24
2	XI	Science	15
		Social	15
3	XII	Science	26
Total of Students			80

c. Sample

The sample of this research was second-grade students in science program with total students were 15 students. The researcher took the sample by using purposive sampling. The researcher choose science program because the students in science class shave good ability in speaking English.

d. Secondary Data

The secondary data in this research were Journal and books that related to the research.

3.2.1 Location And Time of The Research

This research conducted at SMA Serirama YLPI Pekanbaru from August to Desember 2021.

3.2.2. Research Instrument

The researcher going to use an English speech script that will be given to

students. After they practiced about it, they have to made a speech video and post it by using their Instagram account and send the link to the teacher or researcher.

So that, the instruments of this research are:

1. Speaking Test Script, in specific, English speech script.
2. Instagram as the media for collecting the task.
3. Documentation to ensure the authenticity of the data.

3.3 Data Collection Technique

In collecting the data, the researcher will collect the data of students speaking ability level, specifically fluency by conducting observation and documentation in SMA Serirama YLPI Pekanbaru.

1. Observation

The observation conducted to find out the phenomenon of speaking ability in SMA Serirama YLPI Pekanbaru.

2. Speaking Test

The test conducted to find out the level of students' speaking ability, specifically fluency and to find out the problem that may occur in students' speaking.

3. Documentation

The researcher used the documentation to get the authentic data.

3.4 Data Analysis Technique

The researcher used analysis data by measuring the students' fluency based on fluency scoring rubric. The score of students' Fluency can be seen in the following table;

Table 3.2. Scoring Rubric of Fluency

Description	1	2	3	4
Expression and Volume	Speak in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Speak in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend	Speak with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend	Speak with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Speak word-by-word in a monotone voice.	Speak in two or three word phrases, not adhering to punctuation, stress and intonation	Speak with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Speak with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage	Speak with extended pauses or hesitations. The reader has many "rough spots."	Speak with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Speak smoothly with some breaks, but selfcorrects with difficult words and/ or sentence structures.

Pace	Speak slowly and laboriously.	Speak moderately slowly.	Speak fast and slow throughout reading.	Speak at a conversational pace throughout the reading.
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After Getting the score of each student, the researcher calculated the mean of the mean score by using Sudijono (2014) formula:

$$Mx = \frac{\sum X}{N}$$

Mx = Mean

$\sum X$ = Total of score

N = Total of student.

After that, the researcher identifies the student's level of ability by Brown theory that stated on previous chapter. The score is reflected into following range:

Table 3.5 The Range of Speaking Score

Score	Level of Ability
4	Good
3	Fair
2	Bad
1	Very Bad

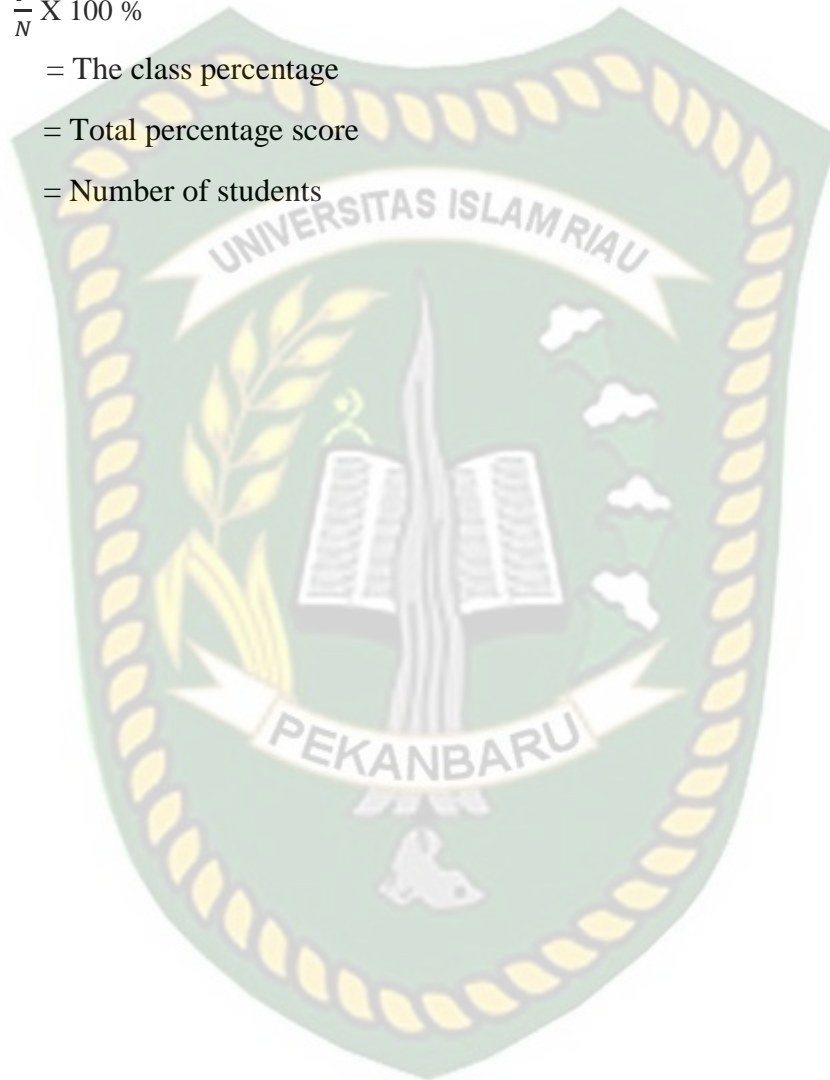
To get the percentage of which students that passed the criteria of enough or appropriate level of speaking skill, the researcher used Sudijono (2014) formula;

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

P = The class percentage

F = Total percentage score

N = Number of students



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

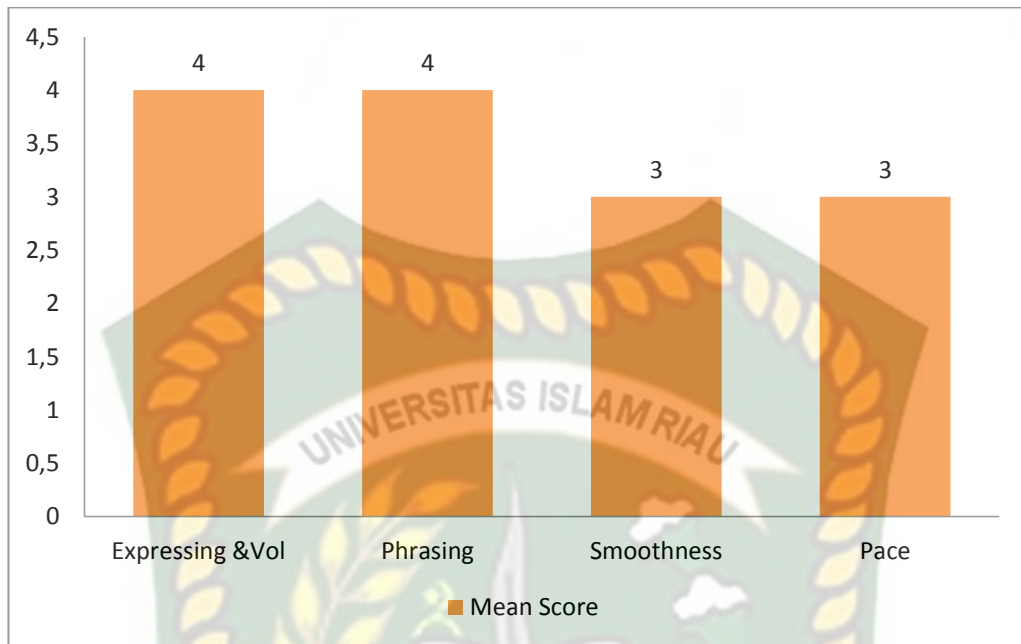
4.1. Research Finding

In this sub topic the researcher showed the students' score in fluency aspect in speaking ability. The researcher got the students' data by giving speaking test. After that, the students did the speaking activity in front of the class. The students did the speaking test based on the topic that had been given by the researcher.

Furthermore, the researcher measured the students fluency by using fluency scoring rubrics. There were four indicators in fluency aspects There where, expression and volume, phrasing, smoothness, and Pace. The students were given score with interval score from 1 - 4 (Good, fair, bad, and very bad). The result of students flueancy can be seen in the following diagram above;

Diagram 4.1.

Students' Fluency in Each Indicator



Based on the diagram above, it can be seen that there were four indicators in supporting fluency. There are ; Expressing and volume, phrasing, smoothness, and pace. From the diagram above, it can be seen that all students in expressing and volume indicator was 4 in good category. It caused by, the students speak with good volume and expression. Then, in phrasing aspect, the students were also got score 4 in good category. It caused by the students speak with good phrasing; adhering to punctuation, stress and intonation. Mean while in smoothness aspect the students got score 3 in fair category. It means that the student speak with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures. Last, in Pace Category, the students were also got score 3. It was caused by the students Speak fast and slow throughout reading.

According to the explanation above, the students' mean score in fluency can be seen in the following table;

Table 4.1. Students' Mean Score in Fluency

	Students	EV	Ph	Sm	Pa	Mean	Criteria
1	Student 1	4	4	3	3	4	Good
2	Student 2	4	3	3	4	4	Good
3	Student 3	3	3	4	3	3	Fair
4	Student 4	4	4	3	3	4	Good
5	Student 5	4	4	3	3	4	Good
6	Student 6	3	3	3	3	3	Fair
7	Student 7	3	4	3	4	4	Good
8	Student 8	4	4	4	4	4	Good
9	Student 9	4	4	3	3	4	Good
10	Student 10	4	3	3	4	4	Good
11	Student 11	3	3	4	3	3	Fair
12	Student 12	4	4	3	3	4	Good
13	Student 13	4	4	3	3	4	Good
14	Student 14	3	3	3	3	3	Fair
15	Student 15	3	4	3	4	4	Good
Mean		4	4	3	3	3	Fair

Based on the table above, it can be concluded that there were two criteria that students' got in fluency aspect. They were good and fair criteria. There were 11 students were in good criteria and 4 students in fair criteria. Thus, based on the mean score, can be concluded that the all students in SMA SERIRAMA YLPI were fair in fluency aspect.

4.2. Discussion

Language fluency is one of a variety of terms used to characterize or measure a person's language ability, often used in conjunction with accuracy and complexity. Although there are no widely agreed-upon definitions or measures of language fluency, someone is typically said to be fluent if their use of the language appears fluid, or natural, coherent, and easy as opposed to slow, halting use. In other words, fluency is often described as the ability to produce language on demand and be understood.

Varying definitions of fluency characterize it by the language user's automaticity, their speed and coherency of language use, or the length and rate of their speech output. Theories of automaticity postulate that more fluent language users can manage all of the components of language use without paying attention to each individual component of the act. In other words, fluency is achieved when one can access language knowledge and produce language unconsciously, or automatically.

Theories that focus on speed or length and rate of speech typically expect fluent language users to produce language in real time without unusual pauses, false starts, or repetitions (recognizing that some presence of these elements are naturally part of speech).

Fluency is sometimes considered to be a measure of performance rather than an indicator of more concrete language knowledge, and thus

perception and understandability are often key ways that fluency is understood.

Language fluency is sometimes contrasted with accuracy (or correctness of language use, especially grammatical correctness and complexity (or a more encompassing knowledge of vocabulary and discourse strategies).

Based on this research, it can be concluded that the students' fluency of SMA SERIRAMA YLPI was Fair. It caused by four factors. First, expression and volume. The students Speak with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. Second, in Phrasing factor Speak with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. Third, in smoothness, they Speak with occasional breaks in rhythm. The listener has difficulty with specific words and/or sentence structures. Last, they speak fast and slow throughout reading.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1. Conclusion

Based on the explanation in previous chapter, it can be concluded some conclusions;

1. The student's mean score in fluency was 3 in fair criteria. The students' mean score in expressing and volume indicator was 4, in phrasing indicator was 4, smoothness indicator was 3 and pace indicator was 3.
2. Based on the 15 students in second grade, there were 11 students that was in good criteria and 4 students in fair criteria.

5.2. Suggestion

Dealing with the result of this research, the researcher would like give some valuable suggestion to those who shown more concern and high attention to teaching English especially in speaking ability. There was as followed:

1. To the English teacher: the English teacher who conduct the teaching activities and interacted with the students had to know their students' problem while teaching learning process. Teacher should be creative and in teaching the students. The teacher should apply technique, method, or strategy in teaching learning process. It can make the students are easy to develop their skill.
2. To the students of Senior High school: the students of senior high school should realize that the important part of learning English in the class. Because English is the international language and it can be needed in the future.
3. To the next researcher who will conduct the research, it is better for the next researcher to use the appropriate technique, media, strategy, or method

in doing the research. If the researcher use the appropriate technique to teaching the English skill, it can make the students are easy to apply their skill and be confident in their skill.





Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau

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