

**AN ANALYSIS OF STUDENTS' SPEAKING SKILL AT SMPN 21
PEKANBARU**

A THESIS

*Intended to Fulfill One of the Award of Sarjana Degree in English Language Teaching
and Education
Universitas Islam Riau*



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UNIVERSITAS ISLAM RIAU
2020**

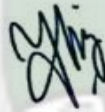
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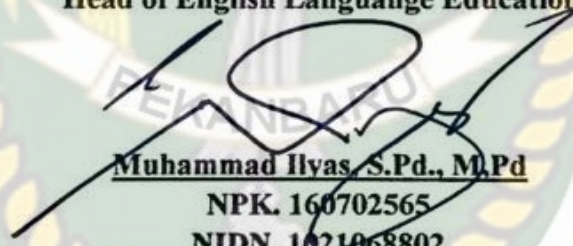
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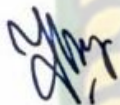
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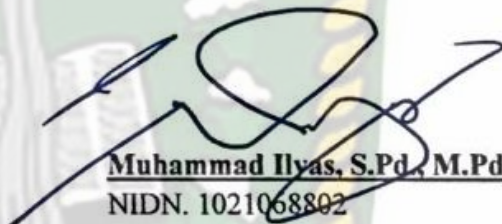
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











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THESIS GUIDANCE AGENDA

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No.	Date	Guidance Agenda	Signature
1	04/11/2019	Revised Title	
2	23/12/2019	Revised Chapter I & II	
3	14/01/2020	Revised Chapter III	
4	24/01/2020	Approved to Join Proposal Seminar	
5	10/02/2020	Join to Seminar	
6	04/03/2020	Revised Chapter I, II & III	
7	09/06/2020	Revised Chapter IV	
8	07/07/2020	Revised Chapter IV & V	
9	13/07/2020	Revised Chapter IV & V	
10	24/08/2020	Join the Thesis Examination	

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DECLARATION

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ACKNOWLEDGMENT

Praise belongs to God, Allah Almighty, the Lord of the Universe, by His guidance and blessing, the researcher can finish and complete these academic requirements. The researcher says peace be upon Prophet Muhammad S. A who has brought human beings from the darkness to the lightness and from the bad habit to the good habit.

Special gratitude and sincere thanks to the researcher's beloved father and mother. They are Tites Suwahyo and Nelfalinda who always pray for her, give her motivation, advice, supports, time, and everything that she needs.

This paper is written and is intended to fulfill one of the requirements for the award of a bachelor's degree at the English Education Department and Teacher Training faculty of Universitas Islam Riau. The title of this thesis is "An Analysis of Students' Speaking Skill at SMPN 21 Pekanbaru." In finishing the paper, the writer got many valuable things from many people, such as supports, nice advice, suggestions, and help. Therefore, the writer wishes to express his sincere thanks to many different persons; they are:

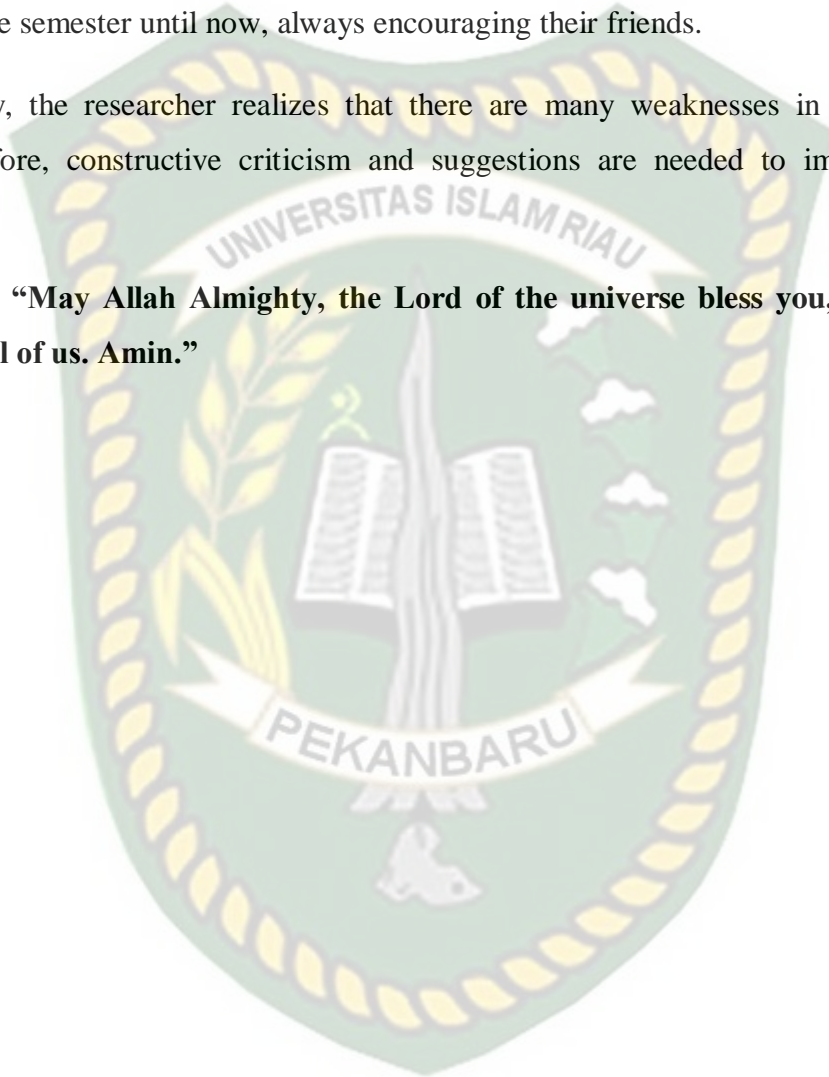
1. Dr. Sri Yuliani, M. Pd as my advisor, has been willing to spare her valuable time not only for reading, correction, motivation, and improving my thesis but also encouraging me to finish this thesis.
2. All Teacher Education and Training lecturers transfer their knowledge and information in every class meeting.
3. Dra. Mamik Sriliana and Dra. Rita as an English teacher at SMP 21 Pekanbaru who helped me in processing student data
4. Suci Kartika, S.Pd., M.Pd., my campus senior who has provided a lot of guidance, advice, motivation, correction, and kindness in completing this thesis.

5. Nirwan Alamsyah, who always gives me support to complete my studies as soon as possible. Thank you for your best support.

6. Putri, Indri, Oliv, Suci, Nesty, Dhea as classmates from the beginning of the semester until now, always encouraging their friends.

Finally, the researcher realizes that there are many weaknesses in the thesis. Therefore, constructive criticism and suggestions are needed to improve this thesis.

“May Allah Almighty, the Lord of the universe bless you, bless me, and all of us. Amin.”



ABSTRACT

Maharani, 2020. An Analysis of Students' Speaking Skill at SMPN 21 Pekanbaru

Keywords: Speaking Ability, Qualitative design.

The research was aimed an analysis of students' speaking skills at SMPN 21 Pekanbaru. In this research, there were four aspects of speaking components. They were pronunciation, intonation, fluency, and grammar. Speaking is one of the skills in language learning. It is a tool for communication in a verbal way and it is important to be included in teaching English.

The design of this research was qualitative design. In this research, the instrument was documentation of data performance students from the teacher at this school. The population of this research was the second grade at SMPN 21 Pekanbaru. The sample was 40 students.

Based on the results, aspects that get excellent value in speaking components include 8 students (20%) for pronunciation, 4 students (10%) for intonation, 16 students (40%) for fluency, and none of the students got the highest score for grammar. In conclusion, the research found that the students' speaking ability of second grade was an excellent and higher score for fluency. From this data, it can be concluded that the average score of students' speaking abilities increases according to their abilities.

ABSTRAK

Maharani, 2020. Analisis Kemampuan Berbicara Siswa di Smpn 21 Pekanbaru

Kata Kunci: Kemampuan Berbicara, Desain Kualitatif.

Penelitian ini bertujuan untuk menganalisis keterampilan berbicara siswa di SMPN 21 Pekanbaru. Dalam penelitian ini terdapat empat aspek komponen berbicara antara lain pengucapan, intonasi, kefasihan, dan tata bahasa. Desain penelitian ini adalah desain kualitatif. Instrumen yang digunakan dalam penelitian ini adalah dokumentasi data kinerja siswa dari guru di sekolah tersebut. Populasi penelitian ini adalah kelas dua di SMPN 21 Pekanbaru. Sampelnya adalah 40 siswa.

Berdasarkan hasil penelitian, aspek yang mendapatkan nilai sangat baik dalam komponen berbicara meliputi 8 siswa (20%) untuk pengucapan, 4 siswa (10%) untuk intonasi, 16 siswa (40%) untuk kelancaran, dan tidak ada siswa yang mendapatkan nilai tertinggi untuk tata bahasa. Kesimpulannya, penelitian ini menemukan bahwa kemampuan berbicara siswa kelas dua adalah sangat baik dan memiliki nilai yang lebih tinggi untuk kefasihan. Dari data tersebut dapat disimpulkan bahwa skor rata-rata kemampuan berbicara siswa meningkat sesuai dengan kemampuannya.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Speaking is the basic skill in language learning. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. Speaking has become an interesting topic to discuss in learning the English language. Speaking as the most oral communication plays an important role to build better communication.

According to Burkart (1998) in Argawati (2014:76), speaking is an activity that includes knowledge and related to components such as pronunciation, grammar, and vocabulary. It means, the people get ideas based on speaking, discussion with someone, and share anything about the benefits something. On the other hand, speaking can be improved by the components of English. The good speaking skill is when the students do the rules of speaking skills in the classroom. But, many students in classroom not used English language.

This school use the Curriculum 2006 (KTSP) and Curriculum 2013 to improve and teach them by a good quality. It is also learned by junior high school. In learning English the students describe something in verbal communication. Consequently in English, speaking is the way how the students express themselves in verbal and nonverbal communication. Nonverbal communication expresses meaning or feeling without words stated by Levina and Adelman (1993).

Based on the researcher experience in practice teaching (PPL) at SMPN 21 Pekanbaru there are some problems were found in the students' speaking skills. First, the student had difficulties in giving ideas and opinions, the researcher asked the students to read and analyze some topic and giving an idea about the text. Honestly, they are still had difficulties to express, only 3-5 students understand giving ideas and opinions about it. Second, they are afraid to made mistakes and not confident to speak English. They are worried to get critic and ashamed of other students' attention toward themselves. Almost all students can speak English but they are still not confident to speak English. Third, they still had difficulties with components of English. Then, only 5-10 students mastery with it. Fourth, most students lacked vocabulary mastery and only a few students in the classroom looked a dictionary. Therefore, when their teacher teaching English they are not fully participating in the classroom and many of them still used the Indonesian language at English subject. Fifth, a teacher at SMPN 21 Pekanbaru always repeats the same technique in teaching speaking. So, to resolve the problem is a teacher should use the good strategy or technique in teaching English to make speaking activities work properly by choosing the suitable activities for the students. This case shows that the speaking ability of junior high school students is still low.

From the researcher explanation, we know that speaking skill in the classroom is very important in the process of teaching and learning. The researcher wants to know how the teacher gives a good score for students by components English with technique that teacher used it. So, the researcher

conducted entitled “An Analysis of Students’ Speaking Skill at SMPN 21 Pekanbaru”.

1.2. Identification of the Problem

Related to the background of the study, students need more participation in teaching learning process, especially in speaking. There are some problems that many arise. The researcher identified the problems as follows:

The first factor is students. The students thought that speaking English was difficult, lack confidence, not mastery with components of speaking, lazy to bring dictionary, and bored with English. Then, teacher techniques in teaching speaking is also the problem because if a teacher chooses the suitable activities in teaching speaking, student will be able to speak in front of the class.

To enhance student skill, there are many techniques such as discussion, debate and others. So, the researcher analysis students speaking skill with the technique teacher use it. That is role play technique. This is an effective pedagogical technique because of the level of responsibility for learning and active involve students.

In this study, the researcher will analyze the problems students in speaking skills at SMPN 21 Pekanbaru. Then, researcher also wants to analyze students' abilities based on the English component assessed by the teacher.

According to English teacher, students lack knowledge of English because since elementary school they have not mastered the material English in depth. Because of this, students get into trouble when they are asked to speak fluent English. Student difficulties in speaking must be analyzed, so that the English

teacher can solve this problem. Furthermore, this research hopefully it will be useful for English teachers, students, readers, and especially for the researchers themselves.

1.3. Focus of the Problem

In this research, the researcher will focused on analyze, identify and classify of what kind speaking activities applied of the second grade students of SMPN 21 Pekanbaru.

1.4. Research Question

Based on the problems that researcher have, the researcher make the formulation of the problem in this research:

How is good students' ability in speaking skill based on the aspect of speaking component; pronunciation, intonation, fluency and grammar for second grade at SMPN 21 Pekanbaru?

1.5. Objective of the Research

The objective of this research was to find out the students' ability in speaking skill on the aspect of speaking components; pronunciation, vocabulary, fluency, and grammar for second grade at SMPN 21 Pekanbaru.

1.6. Significanct of the Research

The result of this research hopefully will be valuable to the following people :

1. The Teacher

This research expected to be the source of information to improve the teaching activities in encouraging students to speak English. Then, teacher

will be able to know about their student ability and teacher can also predict the right speaking activities to help students for speak English. Besides that, the teacher able to know what should the teacher do to solve the students' problems on speaking skill. Finally, teaching and learning speaking skill can be improved and can improve the students' speaking ability.

2. The Student

The results of this study may help the students to improve their ability in speaking skill. Besides that, it may help them to solve their problem in learning process also give the another effect for their future.

3. Researcher

To reseracher as an English future teacher, experience in language can be preparation to be good teacher in the future and can be implementation to her students in the future.

1.7. Definition of the Key Terms

To avoid misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used:

1. An analysis

Analysis is an effort to observe something in detail by describing components in a complex way for further study. According to Peckelson (2017:210) analysis is used to identify something that has a correlation in

the form of positive and negative things, then the analysis is described through the context and related environment. An analysis can be described as an examination of something together with thought and judgment about it. In this research, the analysis means an examination of student's speaking ability by components of English in speaking performance.

2. Speaking

Speaking is a communicative event which includes the use of verbal and non verbal language to convey meaning. Speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others stated by Irawati cited in Zuhriyah (2017:122). Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

In this chapter, the researcher explained about some theories which are relevant with topic. Then, the researcher found the theories to be support it.

2.1.1. The Nature of Speaking

Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, intonation, fluency, and grammar. Speaking also called as oral communication which is used more by people in their social communities. The purposes of speaking or communication in English, besides being able to describe things, peoples, places, and sequences of even orally, we should be able to express our ideas, opinions, feelings simply and to encourage ourselves to communicate to other people (Rahayu, 2015:63).

There are many definitions of speaking that have been proposed by some experts in language learning. Khotimah (2014:51) Speaking has an important role in daily life that is to convey someone's mind directly. Then, speaking influences someone's performance in many aspects, such as social, politic, bussiness and education.

In speaking, the words you choose affect how well you are understood, the impression you make, and how people react to you (Mcwhorter, 2015:1). Munawar (2015:489) stated speaking is a human communication tool that produces verbal sounds to share and express feelings and thoughts.

According to Tarigan (1986) cited in As (2016:195) Speaking is also an instrument to express message to listener whether the listener understands or not. There are many reasons why students should learn speaking in class; the first is so that students can interact with other people, fluently and appropriately. Then, secondly, speaking is an oral expression of thoughts. This means that through speaking, people can try to express what they think or feel directly.

Based on experts above, speaking is a way for student and teacher to get information by orally that produce in our sound of mouth. Afterwards, speaking also important skill and make it us easy to get interaction in social environment. Therefore, teacher and students should be mastered with speaking skill and make them successfull communication.

2.1.2. The Components of Speaking Ability

Speaking is one of competence for someone to reach the aim. According Hormaililis cited Harahap, Antoni and Rasyidah (2015:2) speaking have components that support someone to be a good public speaking.

1. Vocabulary

Vocabulary is one of the very important aspects that support speaking and vocabulary is stock of words in a language, written or spoken, with

meaning that considered as cultural meaning used by group or individual community. Then, vocabulary plays an important role in speaking skill.

2. Grammar

Grammar help people to deliver something based on rule speaking skill. Next, to speak clearly and more effective manner that's why we are study about grammar.

3. Fluency

Speaking is an acivity of reproducing words orally. It means that, there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Fluency can be defined as the ability to speak fluently and accurately.

4. Pronunciation

Pronunciation is the first and most important thing native speakers notice during a conversation. Native speakers are more likely to understand, efen someone make grammatical mistakes rather than if you make mistakes in prononciation. Then, pronunciation related with intonation. All of the word have different meaning. Based on the pronounciation, we can know about the meaning also the aim someone's talk.

In addition, Erfiani (2017:139-140) stated there are three components that include with speaking skills. They are :

1. Accuracy of Grammar

Accuracy of grammar is a tool to improve one's grammar related to vocabulary that aims to judge someone based on conversation.

2. Pronunciation

Pronunciation is a very important part of mastering any foreign language, including English. By pronunciation, we can know about the meaning of word by the sound of speaker.

3. Vocabulary

A collection of several words that have a meaning in a sentence aimed at interaction in communication.

According to Mazouzi cited Leong and Ahmadi (2017:36) learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Because fluency is the aim in learning process to get interaction for teacher and student. Then, accuracy means that speaking performance someone.

According to Vanderkevent cited in Kurniati, Eliwarti, and Novitri (2015:5) the components of speaking as follows:

1. The Speakers

Speakers are people who produce the sound. They are useful as a tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinions by writing.

3. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utility, both of the speakers and the listeners will use sign.

Based on explanation above, all of theories are mentioned the same opinions about the components of speaking. Later on, speaking is easy for us but teacher feel difficult to implement and transfer knowledge for student. The other reason, teacher must know also understand about components. This components help teacher to asses student speaking ability in learning process also to reach the aim for student to be understand with English.

2.1.3. The Advantages of Speaking

Speaking is unique competence and large functions in the world. Sadiku (2015:31) said speaking is special. Speaking support someone to express about their feeling and use speaking to consult or share anything. After that, by speaking we can discuss about some topic. Speaking has more advantages for people in daily life. Based on speaking, make it someone increase confidence to give information and make it good relationship in social environment.

Speaking is one profession that is needed. People who want to be a teacher must have a good speaking skills. Therefore, the profession as a teacher or lecturer must be able to explain the knowledge received to students or participants. Furthermore, being a good speaker has high self-confidence. Therefore, it will directly be able to increase someone's authority to appear as a speaker while making other people affected by something delivered.

So, speaking is more advantages for people to be a good people, especially for student to start a new their future. Because of that, the teacher must have a goal in the learning material to make them understand, usefulness, and easy to apply the learning in daily life.

2.1.4 Functions of Speaking

Speaking is one of the most important skills of all the language skills because individuals who learn a language are referred to as the speaker of that language. Then, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Students who are highly motivated, usually they want quick results and even after the first lesson, students have wanted to show their friends or family members that they can speak English. So, they need to be given the opportunity to speak English as fast and as much as possible so that many people make the term "*practice make it perfect*".

According to Brown and Yule (1994) cited in Erasma, Sutapa and Salam (2012:3) there are three functions of speech:

1. Speaking as Interaction. When people meet, they exchange greetings, tell stories about something, etc.
2. Speak as Performance. This tends to be in the form of a monologue rather than dialogue, following a format that can be recognized and made as a work.
3. Speaking as a Talking Transaction, is like discussing something with two or more people.

Based on explanation above, that we know the function of English Language is important and key for someone to know about anything. After that, function of speaking help people to deliver something, to communication, interaction and other. Then, people can easily to understand also implement in our sosial.

2.1.5 Teaching Speaking

Sequiera (2012:3) Teaching is a set of events, outside the learners which are designed to support the internal process of learning. Next, teaching is the way to convey information about a topic that would be learned by the students. The purpose is to make students get knowledge and the ability to understand.

Teaching speaking is difficult and challenging for English teacher, many activities are implemented in order to increase student ability in spoken English language. Titis (2018:3) stated teaching speaking is not only ask the student to speak up. The students do not want to speak English because they are too shy, afraid of making mistakes or their friends will laught of them. It is not easy to make speaking class active. In addition, teaching speaking does not only teach

students to produce spoken words to express their feeling, idea and mind but also to make students active in social knowledge of the situation and the topic (Baidawi, 2016:55).

Hackathorn and Solomon (2011:41) stated teaching is a student-centered approach to teaching. There are some reasons why English teacher teach speaking in classroom. First, speaking activities provide student to rehearse through discussion, etc. Second, speaking activities provide feedback for teacher and learner. It is known that giving feedback to students not only motivates them to do their best in the classroom and to help the teacher to know how well the student gets lessons, but also to know the student's problem during the learning process. Third, speaking activities help students to activate the various elements that have been learned and stored up to their brain. So, teaching and learning processes have to make it possible for the students to understand the meaning of their learning material then the teacher should make something interesting to resolve student problems as described above.

Gower cited in Sagimin (2010:3) defines several ways to encourage students to talk such as:

1. Encourage student interaction. The teacher must create a comfortable atmosphere where students are not afraid to speak English in class and students can enjoy communicating.
2. Give lots of controlled and guided exercises.
3. Make communication activities to encourage student interaction.

4. Plan your speaking activities carefully with clear objectives.

2.1.6 The goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency stated by Hidayati (2007:14). It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or intonation, and fluency to observe the social and cultural rules that apply in each communication situation.

2.2. Relevance Studies

There are some relevant studies related to the use of role play technique in learning process. The studies are described as follows :

The first study was written by Dinda Pekasih (2017) with title “An Analysis of Students Speaking Activities of First Year Students At SMP N 8 Pekanbaru”. This researcher was describe about teacher was dominantly used two kinds of speaking activities in teaching speaking at the first grade students of junior high school. The students were acting from the script and discussions. So, the writer describe the increase of students with English by their acting to same of material in teaching learning.

Second, Winda Sari Dalimunthe (2016) with title “An Analysis of Skype in Speaking Class of the Third Semester Students At English Study Program of FKIP UIR”. The researcher aimed to investigare the Skype in speaking class applied by the third semester students in English study program of FKIP UIR and

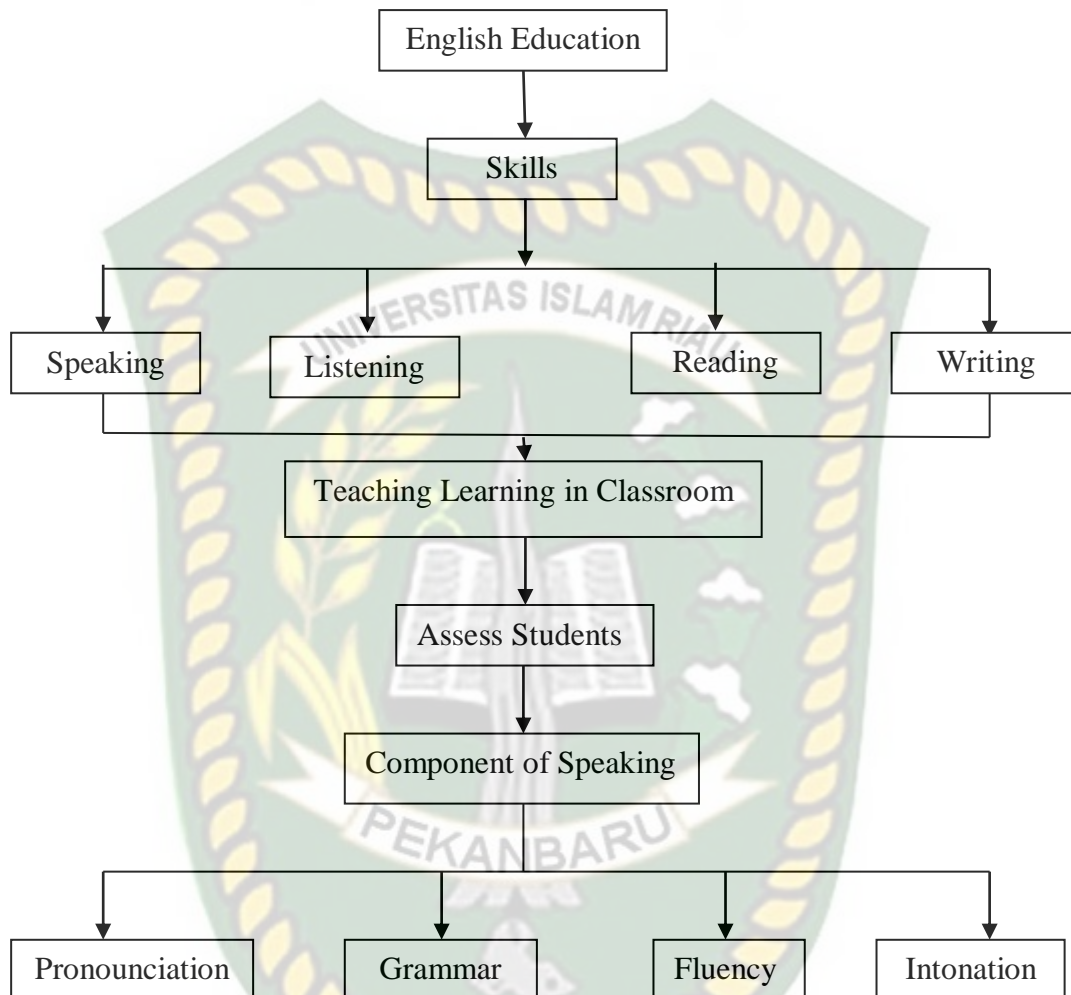
to achieve the objective of study, questionnaire of video conference (Skype) was used. This research consisted of 20 items and 12 indicators. The result showed that there is an agree response (52%) Skype in speaking class.

Third, “An Analysis The Difficulties Factors of Students’ Speaking Performance at the Ninth Grade of Islamic Junior High School Masmur Pekanbaru” from J.M Saputra (2019). The purpose of this research is to find out the difficulties factors of students’ speaking performance. The result of the study showed that 20.06% students were inhibition, 26.44% students were nothing to say, 31,74% students were lack of participation, and 21,75% students were frequently used first language. Then, the population of this research is 66 students.

Fourth, “An Analysis of Factors Influencing Learners’ English Speaking Skill” from Lai-Mei Leong & Seyedeh Masoumeh Ahmad (2017). Speaking skill is considered one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken languages. This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skills. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance.

So, through some of these references researchers can develop research. then this reference makes it easier for researchers to process data, develop ideas, and so on.

2.3. Conceptual Framework



Based on diagram above, English education is one of lesson for student to get the knowledge. After that, English consist with four skills they are speaking, listening, reading, and writing. That we know, teacher is a key for student to catch idea based on material of English. Then, teacher should assess the students' ability based on component of English. Furthermore, in this research the researcher will focus with analysis students' by components of speaking English such us pronunciation, grammar, fluency and intonation. This teacher use the components

from Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2007). So, the researcher need to know the students' ability based on this data from teacher at this school.

2.4. Assumption

Based on theoretical and problem considerations. According to Krisdiana, Irawati, and Kadarisman (2018:78) stated students should practice speaking with other students to be able to master speaking well. The researcher assumes that second year students have scores for speaking ability by giving grades through the speaking component at SMPN 21 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research was conducted using qualitative research. Qualitative researchers need experience in field studies in which they practice gathering information in a setting and learning the skills of observing or interviewing individuals (Creswell, 2002:20). The analysis described students' ability in speaking skill for second grade at SMPN 21 Pekanbaru. There was only one variable in this research that is students' ability in speaking skill.

3.2. Source of Data

3.2.1 Location

This research has been conducted at SMPN 21 Pekanbaru on May until June in academic year 2019/2020. The address on Jl. Soekarno Hatta No. 639, Sidomulyo Timur, Kec. Marpoyan Damai, Kota Pekanbaru Prov. Riau.

3.2.2 Population and Sample

The population of this research was the second semester students of SMPN 21 Pekanbaru semester academic 2019/2020. The sample consisted of one class, VIII⁴. Then, for population consisted of 40 students.

3.2.3 Instrument of the Research

The instrument is documentation of speaking score was gotten from the rater as teacher at this school. The students' speaking score was chosen as the

instrument of this research. The students' speaking score was taken from the result of students' test.

3.3. Data Collection Technique

In this research, the researcher conducted students' speaking skill of students' ability in speaking. The procedure to conduct the data are in the following:

1. The researcher asked for permission to the teacher to get the data from one class which the researcher distributed to the sample.
2. The students had been asked by the teacher to perform dialogue to be taken as source of data.
3. Then, the researcher collected the data from the teacher.
4. The final is the researcher analysed the data by indicators' speaking: pronunciation, grammar, fluency, and intonation.

3.4. Data Analysis Technique

This research is intended to find out the ability of second grade students in speaking skill at SMPN 21 Pekanbaru. The researcher collected the data through students' speaking ability then analyzed the data and describe how the students' ability in speaking skill.

Figure 1.0

The Component of Speaking Skills to Assess Students'

No.	Aspect	Criteria	Score
1.	Pronunciation	Almost Perfect	5
		There are some mistakes but do not understand the meaning	4
		There are some mistakes and several meanings	3
		Many mistakes and errors of meaning	2
		Too many fault and meanings	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not understand the meaning	4
		There are some errors in the transition of meaning	3
		Many mistakes and errors of meaning	2
		Too many fault and meanings	1
3.	Fluency	Very smooth	5
		Smoothly	4
		Pretty smooth	3
		Not that smooth	2
		Not smooth	1
4.	Grammar	Very precise	5
		Right	4
		Quite Right	3
		Less precise	2
		Incorrect	1

Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2017)

Score	Aspects			
	Grammar	Fluency	Pronunciation	Vocabulary
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to Communicate

Brown (2001) cited in Alfi (2015:173)

Based on the table above, each of students got their score based on component of speaking skill from Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2017). To get the objective score, the researcher got the score from the teacher. Teacher has done to gave the score for students in front of the class. Then, researcher analyzed the data as follows:

$$M_x = \frac{\sum x}{n}$$

In which: M_x = Mean

$\sum x$ = Total of score

n = Total of students

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

In which: P = the class of percentage

F = Total Percentage of score

N = Number of students

After that, the researcher identify the students level of ability by table. The score is reflected into following range:

Figure 1.1

Range score speaking skill

Range of score	Level of Ability
5	Excellent
4	Very Good
3	Good
2	Fair
1	Poor

The researcher got the data from the teacher for students speaking skill at SMPN 21 Pekanbaru by Dra. Mamik Sriliana.

Figure 1.2

The Clasification of Students' Score

Characteristics	Scores
Excellent	100-80
Very Good	79-66
Good	65-56
Fair	55-40
Poor	39-30

(Adapted from Arikunto, 2010)

Based on the table above, that all tables have a function and a way to determine something to be analyzed. Then, the teacher can not manipulate data if the data not in accordance with several things such as indicators, speaking range, and scores that match the students' abilities.

CHAPTER IV

RESEARCH FINDINGS

4.1. Data Interpresentation

This research was conducted by qualitative descriptive method. The researcher presented the data obtained of the students' ability in speaking skill. The data was taken from the second grade at SMPN 21 Pekanbaru. After getting the data from the teacher, the researcher analysed the data by indicators speaking; pronunciation, intonation, grammar, and fluency. After conducting the data from rater "Dra. Mamik Sriliana", the result in form of students' scores are tabulated as follows:

Figure 1.3
The Students' Ability in Speaking Skill

NO.	STUDENTS	PRONOUNCIATION	INTONATION	FLUENCY	GRAMMAR	TOTAL
1	Student 1	4	3	4	3	14
2	Student 2	3	3	3	2	11
3	Student 3	4	4	5	4	17
4	Student 4	3	3	4	3	13
5	Student 5	4	3	4	3	14
6	Student 6	4	4	5	4	17
7	Student 7	4	4	5	3	16

8	Student 8	3	3	5	3	14
9	Student 9	3	4	4	3	14
10	Student 10	5	4	5	4	18
11	Student 11	4	4	5	3	16
12	Student 12	4	5	5	3	17
13	Student 13	3	3	3	3	12
14	Student 14	5	4	5	4	18
15	Student 15	4	3	5	3	15
16	Student 16	5	4	5	4	18
17	Student 17	3	3	3	3	12
18	Student 18	2	3	4	3	12
19	Student 19	3	3	4	3	13
20	Student 20	4	3	4	3	14
21	Student 21	4	3	5	3	15
22	Student 22	4	4	4	4	16
23	Student 23	5	4	5	4	18
24	Student 24	4	3	4	3	14
25	Student 25	4	4	4	4	16
26	Student 26	4	5	5	4	18
27	Student 27	3	4	3	3	13
28	Student 28	4	4	5	3	16
29	Student 29	3	3	4	3	13
30	Student 30	3	3	4	3	13
31	Student 31	5	4	5	4	18
32	Student 32	3	4	4	3	14
33	Student 33	4	3	4	3	14
34	Student 34	5	5	4	4	18
35	Student 35	4	4	4	4	16
36	Student 36	4	4	4	4	16
37	Student 37	5	4	4	4	17
38	Student 38	5	5	5	3	18
39	Student 39	4	4	4	4	16
40	Student 40	4	4	4	4	16
Total		155	148	172	135	3050
Mean		3,8	3,7	4,3	3,3	

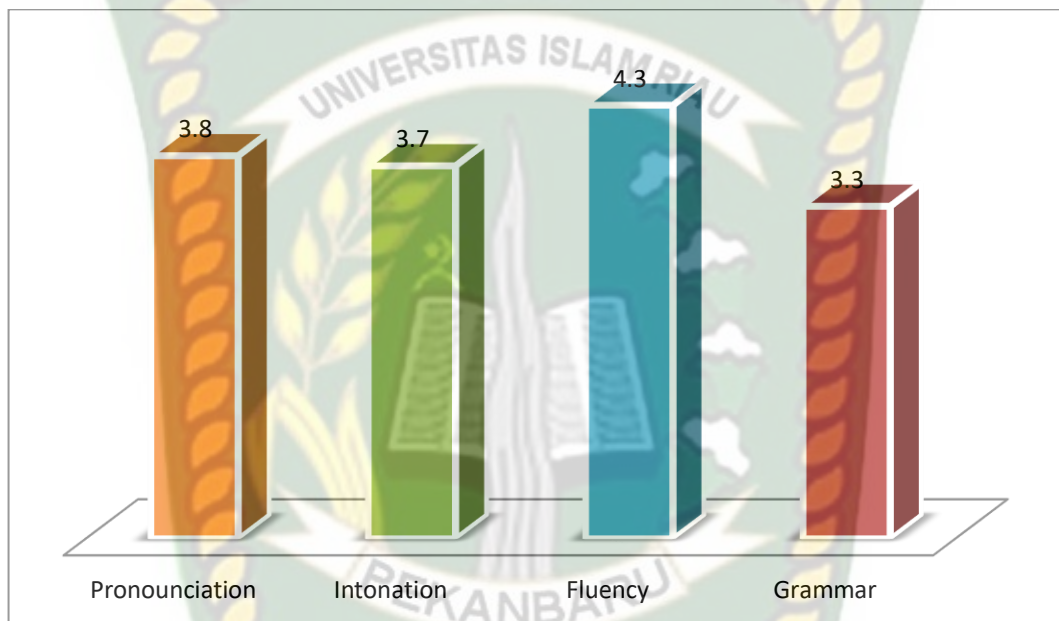
The formula percentage was used to analysed the result of the test as in Sugiono (2008) suggests:

$$M_x = \frac{\sum x}{N} = \frac{3050}{40} = 76,25$$

Figure 1.3 shows the students' ability in speaking skill from teacher. In conclusion, the second grade students' ability in speaking skill average 76,25.

Diagram 1

The Components of Speaking Ability Showed by Diagram



Based on diagram above, in the component of speaking. Fluency has high results that have been obtained by students, namely 4,3. Second, pronunciation with results 3,8. Then, intonation with results 3,7. Finally, 3,3 achieved by grammar. These results are the results obtained by school teachers at SMPN 21 Pekanbaru.

4.2. Data Analysis

The researcher analyzed students' ability in speaking skill by teacher in each aspect (pronunciation, intonation, fluency, and grammar).

Figure 1.4

The Students' Ability in Speaking skill on Pronunciation

Excellent (100-80)	$\frac{8}{40} \times 100 = 20\%$
Very Good (79-66)	$\frac{20}{40} \times 100 = 50\%$
Good (65-56)	$\frac{11}{40} \times 100 = 27\%$
Fair (55-40)	$\frac{1}{40} \times 100 = 3\%$
Poor (39-30)	-

The researcher has calculated the students' average score based on the total score.

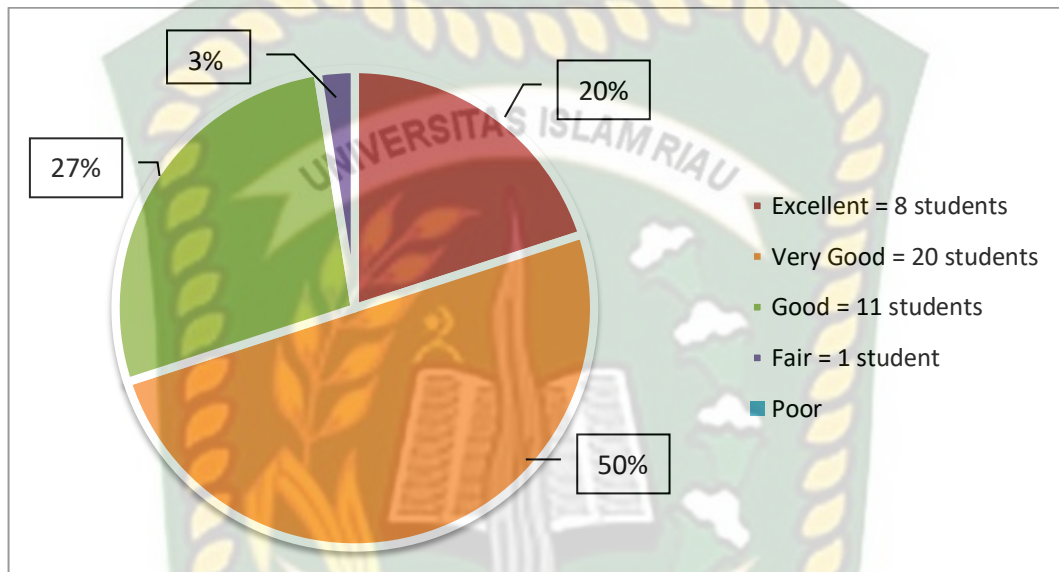
The students' average score on pronunciation :

$$M_x = \frac{\sum x}{n} = \frac{155}{40}$$

$$M = 3,8$$

Diagram 2

**The Percentage of Students Speaking Skill of Pronunciation related with
Components Speaking Skills by Rater**



Based figure 1.3 and diagram 2 above, there are 8 students (20%) almost reached the perfect score, they got excellent. Then for the next score is 4 (50%) there are 20 students and half of students. Next, there are 11 student got good (27%). Last, (3%) gotten by 1 student.

Figure 1.5

The Students' Ability in Speaking skill on Intonation

Excellent (100-80)	$\frac{4}{40} \times 100\% = 10\%$
Very Good (79-66)	$\frac{20}{40} \times 100\% = 50\%$
Good (65-56)	$\frac{16}{40} \times 100\% = 40\%$

Fair (55-40)	-
Poor (39-30)	-

The researcher has calculated the students' average score based on the total score.

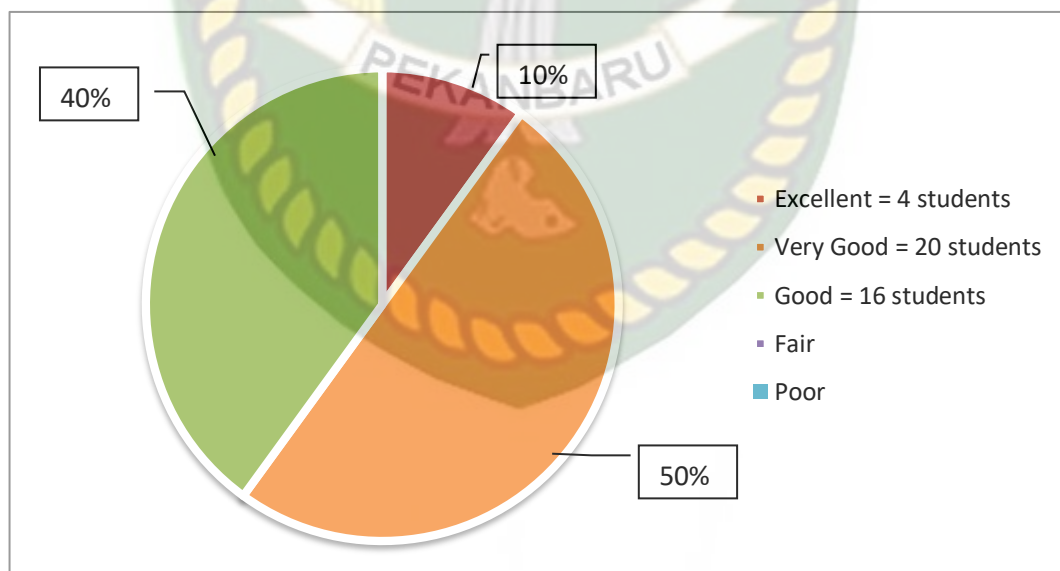
The students' average score on intonation :

$$M_x = \frac{\sum x}{n} = \frac{148}{40}$$

$$M = 3,7$$

Diagram 3

The Percentage of Students Speaking Skill of Intonation related with Components Speaking Skills by Rater



Looking at from diagram 3 and figure 1.4. There are 4 students got excellent (10%), 20 students got good in level ability and the last 16 students got good for intonation assess by rater at this school.

Figure 1.6

The Students' Ability in Speaking skill on Fluency

Excellent (100-80)	$\frac{16}{40} \times 100\% = 40\%$
Very Good (79-66)	$\frac{20}{40} \times 100\% = 50\%$
Good (65-56)	$\frac{4}{40} \times 100\% = 10\%$
Fair (55-40)	-
Poor (39-30)	-

The researcher has calculated the students' average score based on the total score.

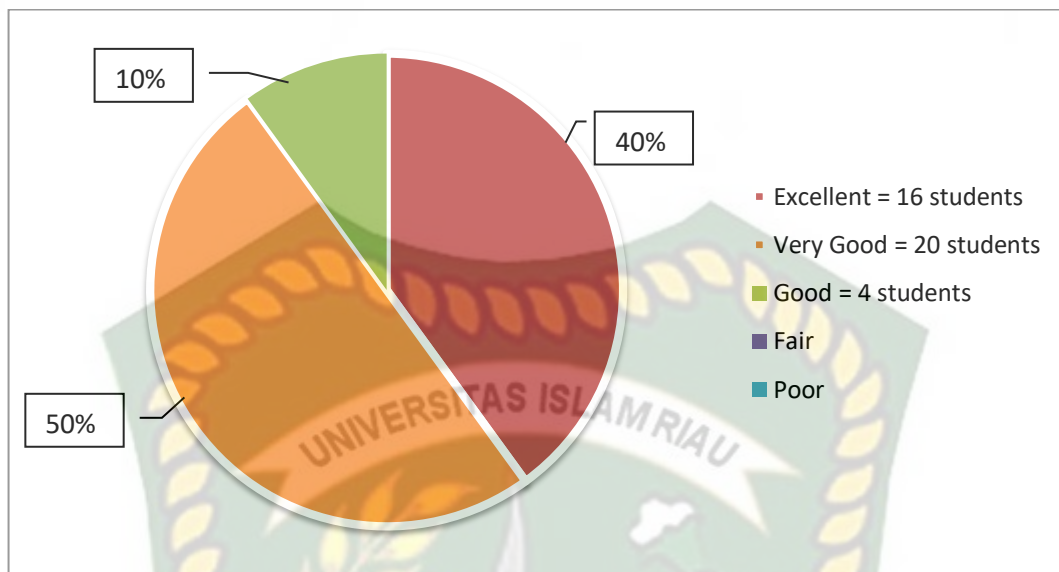
The students' average score on fluency :

$$M_x = \frac{\sum x}{n} = \frac{172}{40}$$

$$M = 4,3$$

Diagram 4

**The Percentage of Students Speaking Skill of Fluency related with
Components Speaking Skills by Rater**



Based on the figure 1.5 and diagram 4 (50%) was gotten by 20 students in very good of level ability. 16 students got (40%) for excellent and 4 students got good (10%) in level ability of speaking skill.

Figure 1.7

The Students' Ability in Speaking skill on Grammar

Excellent (100-80)	-
Very Good (79-66)	$\frac{16}{40} \times 100\% = 40\%$
Good (65-56)	$\frac{23}{40} \times 100\% = 22\%$
Fair (55-40)	$\frac{1}{40} \times 100\% = 3\%$
Poor (39-30)	-

The researcher has calculated the students' average score based on the total score.

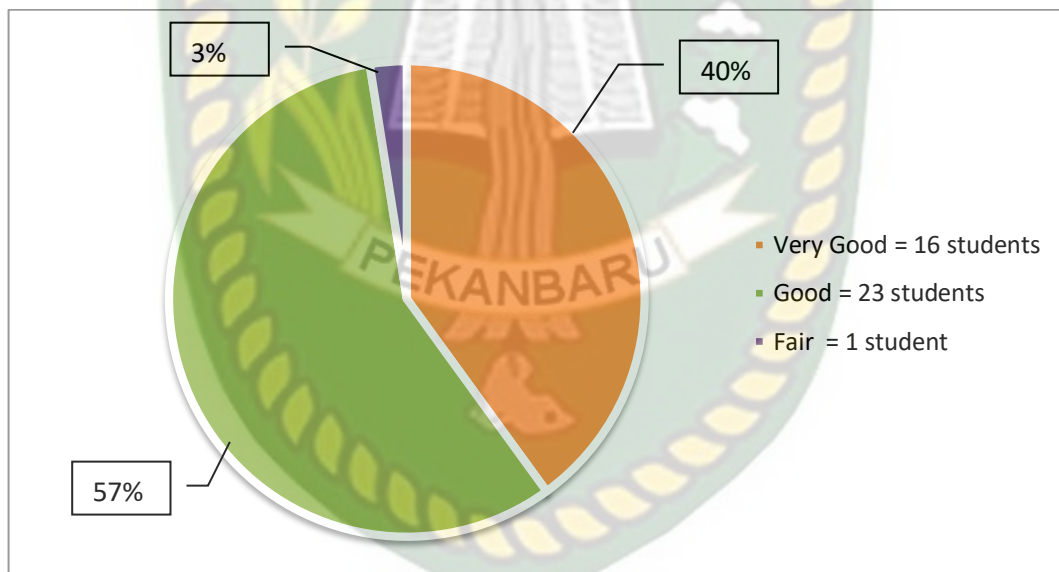
The students' average score on grammar :

$$M_x = \frac{\sum x}{n} = \frac{135}{40}$$

$$M = 3,4$$

Diagram 5

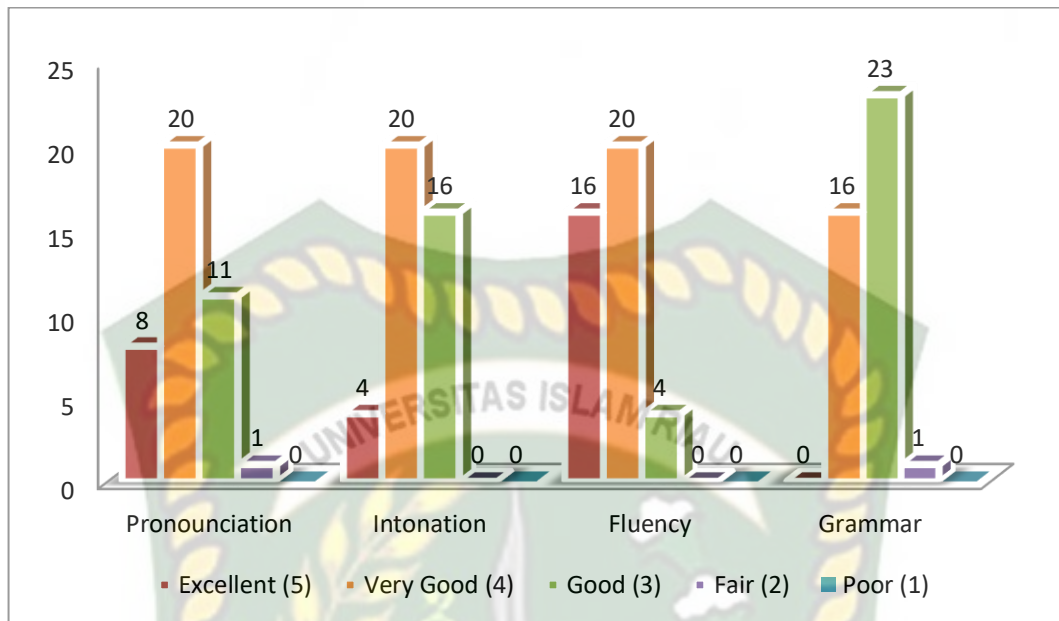
The Percentage of Students Speaking Skill of Grammar related with Components Speaking Skills by Rater



Looking figure 1.6 and diagram 5, 16 students got very good in level ability (40%). 23 students got good (57%) and the last (3%) gotten from 1 students in speaking skills.

Diagram 6

Chart Students' Speaking Skills by Components of Speaking



Based on diagram 2, the data by components of students speaking skill such us: pronunciation, intonation, fluency, and grammar.

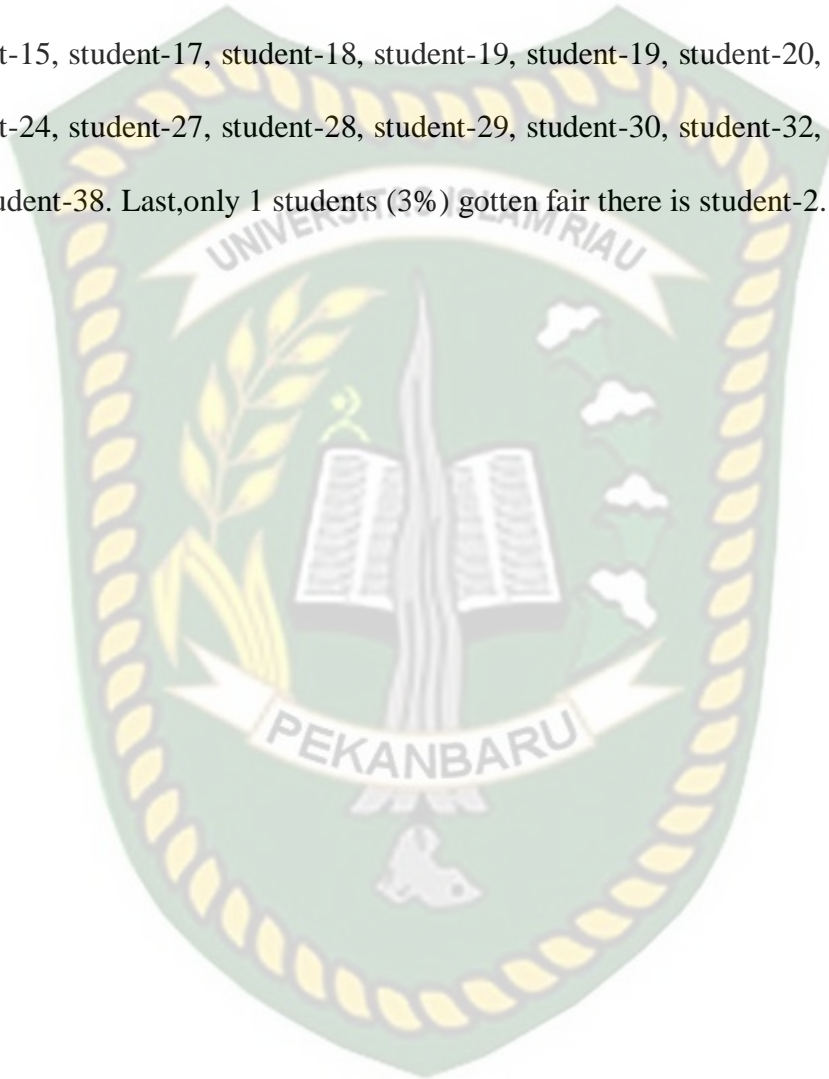
It can be seen from the table and diagram above. There are 8 students (20%) who got the highest score from pronunciation, they are student-10, student-14, student-16, student-23, student-31, student-37 and student-38. Then, 20 students (50%) gotten very good in level of ability, they are student-1, student-3, student-5, student-6, student-7, student-11, student-12, student-15, student-20, student-21, student-22, student-24, student-25, student-26, student-28, student-33, student-35, student-36, student-39, and student-40. Next, 11 students (27%) gotten good in level of ability, they are student-2, student-4, student-8, student-9, student-13, student-17, student-19, student-27, student-29, student-30, and student-32. Last, student-18 gotten fair in level ability for pronunciation (3%).

Second, 4 students (10%) got the highest score they are student-12, student-26, student-34, student-38 for excellent. In very good ability 20 students (50%), they are student-3, student-6, student-7, student-9, student-10, student-11, student-14, student-16, student-22, student-23, student-25, student-27, student-28, student-31, student-32, student-34, student-35, student-36, student-39 and student 40. Furthermore, in level ability of good they are student-1, student-2, student-4, student-5, student-8, student-13, student-15, student-17, student-18, student-19, student-20, student-21, student-24, student-29, student-30, and student-33 with result 16 students (40%).

Third for fluency the highest score is 16 students (40%), they are student-3, student-6, student-7, student-8, student-10, student-11, student-12, student-14, student-15, student-16, student-21, student-23, student-26, student-28, student-31, and student-38. Then, 20 students (50%) got very good they are student-1, student-4, student-5, student-9, student-18, student-19, student-20, student-22, student-24, student-25 student-29, student-30, student-32, student-33, student-34, student-35, student-36, student-37, student-39 and student-40. Next, only 4 students (10%) gotten good in level ability they are student-2, student-13, student-17, and student-27.

Grammar is the last component speaking skill from Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Based on result, there are no students gotten the highest score or excellent in level ability. 16 students (40%) they are student-3, student-6, student-10, student-14, student-16, student-21, student-22, student-25, student-26, student-31, student-34, student-35, student-36,

student-37, student-39 and student-40 gotten very good in level ability of speaking. Then, 23 students (27%) gotten good they are student-1, student-4, student-5, student-7, student-8, student-9, student-11, student-12, student-13, student-15, student-17, student-18, student-19, student-19, student-20, student-21, student-24, student-27, student-28, student-29, student-30, student-32, student-33, and student-38. Last, only 1 students (3%) gotten fair there is student-2.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After obtaining and analyzing the data in previous chapter, the conclusion is presented as the last part of this research. It could be conclude from the score

given by rater. The rater is English teacher at SMPN 21 Pekanbaru. There are 8 students got excellent, 20 students got very good, 11 students got good and 1 student got fair for pronunciation. Second, excellent level of 4 students, very good of 20 students, and good of 16 students. Third, 16 students got excellent, 20 students got very good, and 4 students got good for intonation. The last, very good level of 16 students, good level of 23 student, and 1 student of fair. So, fluency is higher level of components speaking skill for students and grammar is low score. Then for pronunciation and intonation have far different results, and can be supported this component can be accepted by students.

5.2. Suggestion

Regarding the conclusion has been said previously, the researcher would like to propose some suggestion, as follows:

1. It is suggested for the students to have problem/ difficulties in speaking skills, that they have to practice their speaking more, either in the classroom or outside of the classroom. The grade VIII students of SMPN 21 Pekanbaru are suggested to practice speaking English a lot, since it can help them improve their speaking skills. When they are in the classroom, they should be more active and participate in the activities. They do not have to be shy or afraid of making mistakes. They should keep drilling their component of English as well, because these activities give them very good influences to improve their speaking skills.

2. For the English teacher, it is suggested that they use the information of this study as one of the references about students' strategies to overcome their difficulties in speaking skill and to increase their ability with English. The teaching and learning process should be learner-centered. The teacher should give more chances for students to speak up.

The use of English has to be maximized, since the only chance for students to speak English is in the classroom. The English teacher should create meaningful learning situation in which students can communicate with their friends as if they communicate in a real life situation. Therefore, they can use English not only to complete tasks, but also to communicate. The activities that the teacher conducts should be fun, various, interesting, and challenging.

The English teacher can conduct communicative games. Moreover, to make communicative games run well, the English teacher is also suggested to conduct pronunciation, intonation, fluency and grammar use classroom English, give handouts, give rewards, display pictures and videos, and improve classroom management like the researcher did when doing this research. As the result, students will not get bored and the speaking activities are fruitful.



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