

**AN ANALYSIS ON STUDENTS' SPEAKING ABILITY IN FACTUAL
REPORT AT SECOND GRADE STUDENTS OF SMAN 1 PANGKALAN
KERINCI**

A THESIS

*Intended to Fulfill One of the Requirement for the Award of Sarjana Degree in
English Language Teaching and Education*



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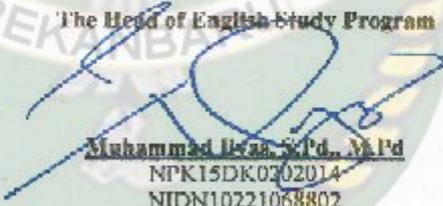
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This letter is made to be used as it is needed.

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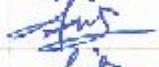
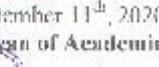
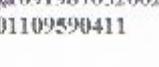


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DECLARATION

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

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ABSTRACT

Mita Bahar.166310659.An Analysis on Students' Speaking Ability in Factual Report at Second Grade Students of SMAN 1 Pangkalan Kerinci

Keyword: Speaking Ability, Factual Report

Speaking is an activity used by someone to communicate with other. The components of speaking ability are pronunciation; grammar; vocabulary; fluency and comprehension. The objective of the research was to know the extent of students' speaking ability in factual report. The location of this research was at SMAN 1 Pangkalan Kerinci, but this research did by online class. This research has 34 samples.

This research is qualitative data research. Students at SMAN 1 Pangkalan Kerinci becomes the participants. This research conducted on May 2020. The variable is students' speaking ability. In this research, the researcher used recorder and speaking ability assessment (raters). The researcher recorded students' performance of factual report by video call in pandemic covid 19. Then, researcher transcribe the record to be script and gave it to the rater.

The result of data analysis is students pronunciation score is 3,38 because most of them know how to pronounce the correct pronunciation even though they still made several problems. Students grammar score is 3,07 because most of them knew how to arrange the word until be a sentence even though they sometimes made mistakes on grammar. Students vocabulary score is 3,47 because most of them knew to choosing appropriate vocab. Students fluency score is 3 because most of them did a fluent speech even though there are several paused. Students comprehension score is 3,23 because most of students' speech can understood by listeners and put general classification and description based on generic structure of factual report. The average of all component is 3,23 categorized good.

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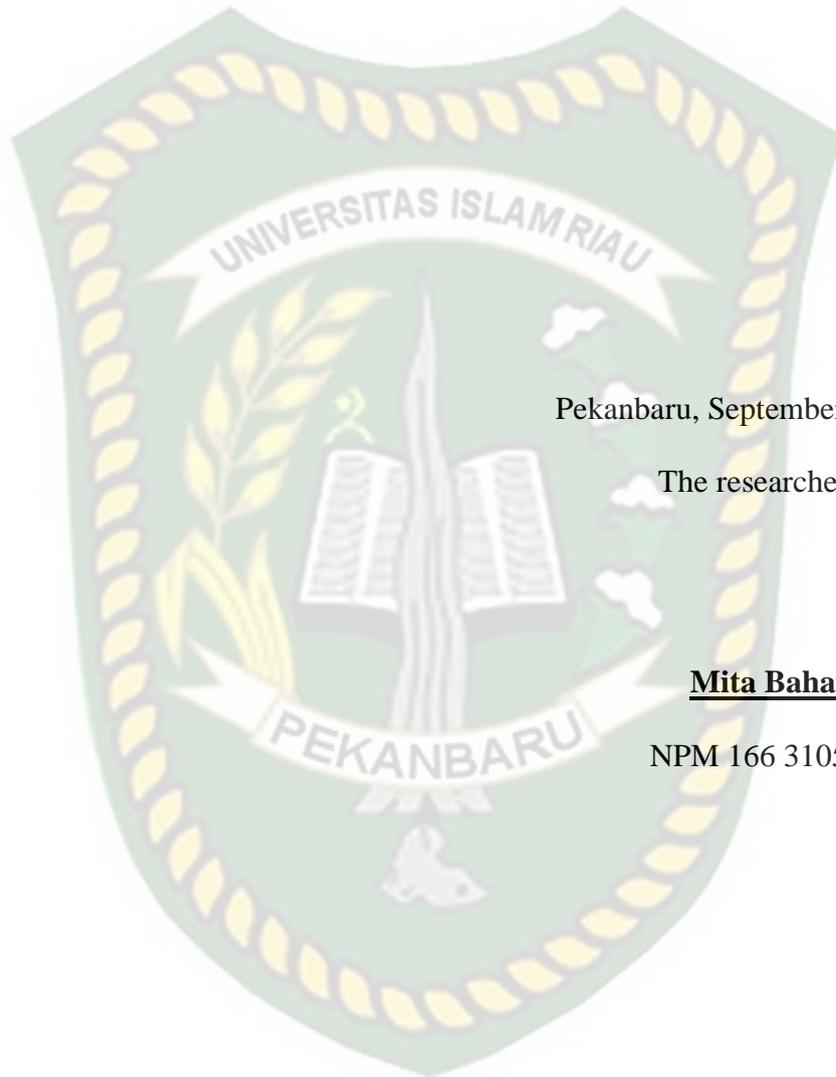
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Eventually, I realize that the thesis is still far from a perfect thesis. Therefore, constructive criticism and corrections from examiners will be highly

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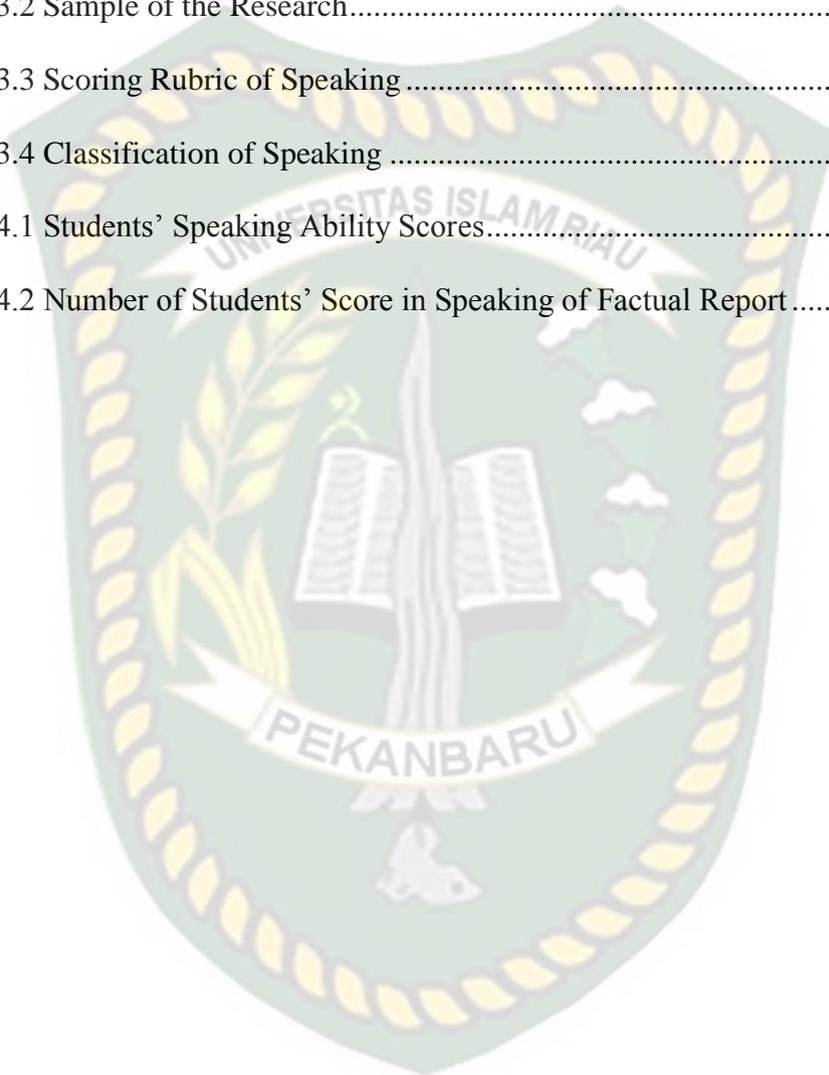
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CHAPTER 1

INTRODUCTION

1.1 Background

Indonesia has implemented English into people's lives, but there are still often significant errors in their use. This significant errors usually because they do not understand the important components in English. When we learn English, we must understand some important things from that language such as grammar, pronunciation and vocabulary. It aims to make it easier for us to learn English. In English language there are four skills to be learned, these skills are listening, speaking, reading and writing. Speaking is one of the important skills in English that must be mastered for communication. Because through speaking someone can convey the ideas verbally and can convey it freely, it makes other person will more easily understand.

Speaking is used to express meaning, then that other people can make sense of them. Accordingly, speaking is an activity used by someone to communicate with other. We can say that speaking means to converse, or expressing one's thought and feelings in spoken language. Additionally, speaking is an interaction between speaker and listener, and by speaking, the speaker can express what is in his/her mind to others.

Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Leong & Ahmadi 2017). Through this statement we can know how important speaking is. Speaking not only as a form of

expressing ideas, but also as an effective interaction tool. We know that humans are social beings who naturally interact with one another, and in interacting that is really needed is speaking. Finally, from that explanation we can conclude that we as a humans can not be separated from speaking.

In teaching and learning process, students will have difficulty in speaking, because in speaking students must be comprehend in using vocabulary and its use. This can be seen when students are asked questions and then they prepare it before they offer their questions. They try to arrange the words to find their proper context. Based on researcher experience when the teaching practice at SMAN 1 Pangkalan Kerinci, the researcher found some problems in teaching and learning speaking. Firstly, on fluency, student made pauses. It is because shy to speak out of fear of being wrong, in other word they feel not confident. It will affect the ideas they have in mind, and will be blank idea. Secondly, grammar errors, they do not know how to speak with the correct rules. Thirdly, on pronunciation, students do not know how to pronounce some words especially on words consisting of several syllables.

This case inspires researcher to make a research about students' speaking ability. The researcher interested to analyze students' speaking ability at SMA 1 Pangkalan Kerinci in factual report. The researcher choose factual report because the research will be conducted at second semester and based on syllabus. Additionally, second grade students required to be able to speak in the form of submission of oral report, therefore the researcher following the syllabus. Factual report is the text type presents information about something; generally an entire

class of things. Keir (2009) said it is important to note that the main difference between reports and descriptive texts are that descriptive texts deal with the characteristic of a particular thing. Reports include a general statement that identifies the subject and include information that is ordered in paragraphs and which elaborates on the different aspects of the class of things, and possibly include a concluding statement.

Through analyzing students' speaking ability, the people can know the extent of students' speaking abilities. According to the explanation above, the researcher interested to analyze it which title "An Analysis on Students' Speaking Ability in Factual Report at Second Grade Students of SMAN 1 Pangkalan Kerinci"

1.2 Identification of the Problem

According to the background, there were many problems in speaking, and the identification of the problem are:

The first is fluency, students made pauses and repeat some part of the sentence. The biggest weakness of students in speaking is fluency, as if they will lose ideas and then repeat the previous words or say "ee...ee". Fluency is also influenced by self-confidence or shy to speak, students are worried about saying the wrong sentence. This case is because students rarely practice, it make they are not accustomed to doing so.

The second is grammar error, the difficulty for students in learning grammar is one of the problems in speaking, due to students who do not really understand about grammar will feel reluctant to speak for fear of using the wrong grammar. But most of student use the wrong grammar (grammar error) in

speaking, they do not think too much about grammar because the most important thing for the person they are talking to is to understand what they are talking about.

The third is pronunciation, the students do not know how to pronounce some words. They have difficulty to pronounce words consisting of several syllables or words that have double consonants. And this causes the students' speaking not fluent.

1.3 Focus of the Problem

In this research, the researcher focused on speaking ability in factual report at Second Grade Students of SMAN 1 Pangkalan Kerinci. The indicators of this research are fluency, grammar, vocabulary, pronunciation and comprehension.

1.4 Research Question

Based on the background and the focus of the problem, the researcher make the formulation of the problems as follows:

1. What is the students ability in factual report at Second Grade Students of SMAN 1 Pangkalan Kerinci?
2. What factors that influences students' speaking ability in conveying factual report at Second Grade Students of SMAN 1 Pangkalan Kerinci?

1.5 Objective of Research

The objectives of the research are:

1. To know the students ability in factual report at Second Grade Students of SMAN 1 Pangkalan Kerinci.

2. To know the factors that influences students' speaking ability in conveying factual report at Second Grade Students of SMAN 1 Pangkalan Kerinci.

1.6 Significance of Research

There are two significances explained as follow:

1. The teacher

The teacher know the students' problems in speaking and can find the solution to overcome them well later. Finally students can have better speaking abilities after being given good restraints and teacher will create a interesting atmosphere in the class.

2. The researcher

The researcher will get new experience and more knowledge about analysis of students' speaking ability. In other word, also can be used as an experience in the future if she become a teacher, of course, become more aware of what will be done in speaking class.

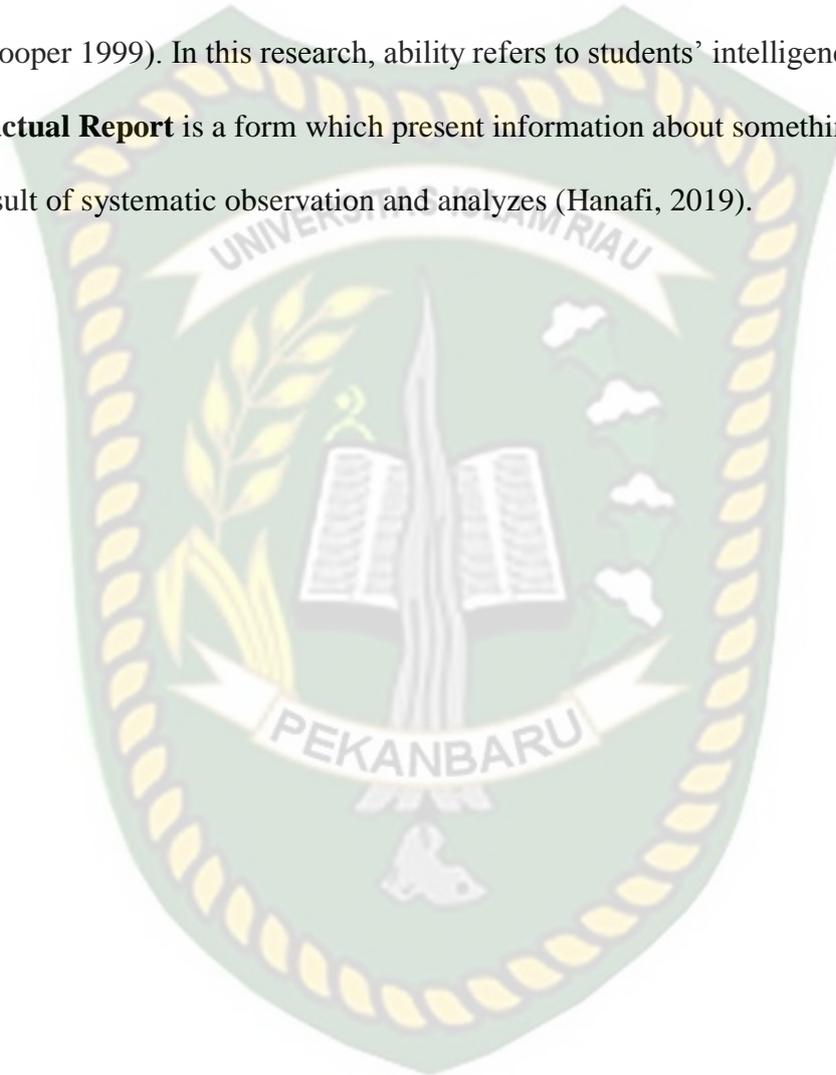
1.7 Definition of The Key Terms

To avoid misunderstanding about the meaning of the term in this research, the researcher need to explain the definition of the terms are as follows:

1. **Analysis** is study of something by examining (Oxford Learner's Pocket Dictionary, 2008). In this research, the researcher analyze students' speaking ability through a test to find out most dominant problem on students' speaking ability and to know how students' speaking ability.
2. **Speaking is** one of the most important skills to be developed and enhanced as means of effective communication (Leong & Ahmadi 2017). In this research,

speaking refers to students' ability to share their idea or what on her/his mind to others or we can conclude that speaking is students' ability for interaction.

3. **Ability** in the broad sense an any behaviours that can sensibly be evaluate (Cooper 1999). In this research, ability refers to students' intelligence speak.
4. **Factual Report** is a form which present information about something, as a result of systematic observation and analyzes (Hanafi, 2019).



CHAPTER II

RIVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking is accepted by everyone as an essential language-communication skill (Goh & Burns 2012). From this statement we can make an explanation that speaking is a communication tool. Communication refers to how people share their views and thought with others or what we commonly know as interaction. It means, speaking becomes an important part in interacting for humans as social beings. As social beings that interact, of course humans are inseparable from speaking to communicate in daily activity. Thus, speaking is a human ability to make sounds and express opinions from his/her mind for interaction.

Related to interaction, Philipsen (1992) stated speaking is always speaking somewhere, with some group of people, in some language and it is always shaped by and a part of some social life. Moreover, wherever and with whom we are, even if we interact with the baby will not be separated from the act of speaking. Although the baby certainly will not understand what we say, we still do it, and without us knowing we have interacted through speaking. Therefore, how important speaking in social life.

According to Chruch, et al (2017) state that gestures accompany speech across all ages, language and cultures, making these hand movements

a natural and pervasive part of all human language. In other words, speaking is not only in the form of sound, most of every speaker when speaking always followed by other codes. These codes can be in the form of finger movements or eye contact pointing to an object. Furthermore, when speaking, the speaker also makes a facial expression such as sadness, happiness or surprise. Facial expressions will still be there even if the speaker does not make body movements when speaking. As stated by Gangal (2012) body language comprises the facial expression and the movement of the eyes, eyebrows, head, nose shoulders, teeth, lips, hands, feet and legs, etc. of the speaker or listener(s). Additionally, gesture have meanings that are also related to what is conveyed, and make each sentence uttered more clearly. Therefore, gesture is also needed in speaking.

Miller (2005) stated speaking is a normal, everyday occurrence for most of us, it usually requires very little thought, effort or preparation. As additionally information, speaking is submission of contents of thought and feelings, to convey information, ideas, and opinions called the message. Besides that, in speaking also requires little effort that is trying to share our thoughts well to the other person. As well as preparation, we need a little preparation is expected to reach the target correctly then that it can be understood properly. Therefore, Miller stated that little thought, effort and preparation needed in speaking.

Talking about speaking, we know that speaking not only about memorizing dialogue or discourse. However, the world today requires that

the aim of teaching speaking must improve students' communicative abilities, because only in that way, student can express themselves and learn how to follow social and cultural rules that are appropriate in every communication. As stated by Goh and Burns the goal of many second language teachers is to help their students become competent speakers of the language (Goh and Burns 2012). In addition, students need more concern on speaking to increase their confidence in socializing and gaining new experiences.

Based on some the explanation of theories above, the researcher concludes that speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas or feeling usually following by gesture. Speaking skill important to learn by someone, because speaking as a facility to communication or interaction. Without interaction, humans will become individualists and have no experience in social life.

2.1.2 The Importance of Speaking Skill

Someone who speak aims to convey oral messages affectively, as a form of communication to others. Speaking can be interpreted as a delivery of intent (ideas, thoughts, contents of one's heart) to others by using spoken language so that the intent can be understood by others. In our daily lives, we always see people meeting and speaking with other people sharing information about anything. We know that functions of speaking are as interaction, as transaction and as performance. That means speaking is very important on socializing in our environment. As stated by Efrizal (2012) that

speaking is very important for people interaction where people speak everywhere and everyday.

Imam stated in his thesis that speaking ability in English is useful in many situations and places in this area, such as in the school education, apply to get a job, or when someone goes to the other country because English is International language (Imam Arifin, 2017). Furthermore, many people fail to achieve something because of their inadequate speaking skills. Nowadays, speaking skills are very reliable, especially in a job. Clients will be amazed if they meet or exchange ideas with people who have high-speaking skills. They feel that we have high knowledge, and they will be interested in working with us. Finally, what we need is good speaking skills to achieve goals, especially speaking in English as second language.

Therefore, speaking is very important in our lives, because speaking is a process of exchanging information between individuals and between groups. If there is no speaking or interaction with others will hinder someone, not only in terms of career but also in social and personal relationship. Moreover, having good speaking skills will be useful for our future, because having high speaking skills is synonymous with having broad insight and that makes it easy for us to get a job.

2.1.3 The Components of Speaking

As a student, the main goal in learning speaking English is to speak well and fluently. To achieve that goal, of course we must know the components of speaking, because these components will affect our speaking

ability. Heaton (1990) in Irianti (2011) stated five components are generally recognized in analyzing the speech process:

a. Pronunciation

According to Harmer (2007) if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Additionally, pronunciation as the production and reception of sounds of speech (Dalton & Seidlhofer, 1994). Pronunciation is the way for students to produce clearer language when they speak. Thus, students can interacting effectively when they pronounce the words clearly even though their grammar is still wrong.

b. Grammar

Through grammar we can specify the ways in which words can be systematically modified through such alterations and additions (Batstone, 1994). To be like a native speaker, we have be able to arrange sentences properly in accordance with the rules. Moreover, we have also know what kind of structure we should use according to the context discussed.

c. Vocabulary

Vocabulary is the collection of words that you hear and read throughout your life (Frence, 2003). She also stated the larger your vocabulary is, the more you will understand what you hear and read, your writing and speaking skill will improve, too. Based on her statement we

know that how important vocabulary in speaking. The limited vocabulary makes it difficult for us to convey what is son our minds.

d. Fluency

Fluency means how easily (naturally) you speak (Stirling, 2016). In addition, fluency is the smoothness of someone talking without a pause. The speaker often pauses because he/she suddenly loses ideas or does not know how to arrange the words to convey. To overcome this problem, we should often to practice, because through practice we will get used to and not be nervous anymore.

e. Comprehension

When speaking, the focus is primarily on the meaning of the message (Gebhard, 2006). Moreover, Comprehension is the understanding of what is talking about. It is to avoid the misunderstanding among the speaker and the listener. Someone can getting information through comprehension.

Finally, speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Additionally, we have to know some important component, because the components are what aspect influencing how well people to speak English. Students must practice to speak English as often as possible because it makes they are able to speak English fluently

2.1.4 The Types of Speaking

Brown (2003) describes five categories of basic types of speaking. Those five categories are as follows:

1. *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (**imitative**) a word or phrase or possibly a sentence.
2. *Intensive*. A second type of speaking frequently employed is the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
3. *Responsive*. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments, and the like.
4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchange, which have the purpose of maintaining social relationships. In this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple participants.
5. *Extensive (monologue)*. Extensive oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

A teacher should know that speaking is not only about the use of the right sounds but also the choice of words, then that someone can communicate with others. The stages of students' performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

2.1.5 The Problems of Speaking

According to Ur (1996) says there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, nothing to say, low or uneven participation and mother-tongue use.

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism, laughed at by friends.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Usually, learners have nothing to say because because the teacher had chosen a topic which is not suitable for him/her or about which he/she knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, and how to use the grammar correctly.

Thirdly, one of problems in speaking class is that participation is low or uneven. In a large group, each students will have very little talking time

because only one participant can talk at a time and that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. In other hand, some learners have no chance to speak up.

The last problem is when all or some learners share the same mother-tongue, they tend to use it because it is easier for them. When students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. The use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on the explanation above, we can know that there are some difficulties in speaking that are relate to such non-linguistics problem as worry, fear, no motivation and low participation in class. Therefore, the teacher must always look for ways till the problem can be overcome. Teacher should always asking students to practice by getting students to communicate and appreciate speaking even if it is wrong.

2.1.6 Teaching Speaking in Senior High School.

McDough & Shaw (2013) states that the reasons why people may wish to speak in any language as follows: asking for assistance and advice in a shop, asking for directions in a different town, making an appointment by telephone, discussing and negotiating arrangements, talking socially to a

variety of people, and the last is sorting out arrangements for a car to be serviced. Furthermore, speaking is a part of our daily life. In general, humans produce tens of thousands of words a day. There are even some people who produce more than tens of thousands of words a day like a politician. It means, how important it is for a students to learn speaking English as a second language. To get the ability of speaking English, we have to learn how to use English in daily speaking.

Many students think that the main purpose of learning English is to be able to speak in that language especially at secondary school. Talking about secondary school, according to Broughton, et al (2003) stated that the characteristic of secondary school class is large (anything upwards of twenty-five students), and because of its size, it usually unmotivated students to hard work in learning a language. Therefore, English teachers must help students to achieve their goals by releasing all their best abilities. According to Ur (1996), there are four characteristics of a successful speaking activity. These are: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

1. Learners talk a lot.

As we know that sometimes in the teaching and learning process, the teacher spends time by their self to talk and teaching material. It makes feel happy because they are reluctant to talk, especially to high school students. They are not aware that it does not support speaking class activities. To improve speaking class, ask students to discuss, do not make

them just listeners, because through discussion will make students to talk a lot.

2. Participation is even.

Usually in class there will only a few students who actively to speak, some of them only speak as needed when asked and some even do not make a sounds. This is a problem that we often find, especially in teenage students in high school. They are more likely to like to talk with friends and they always hope the teacher does not appoint them to do something during teaching and learning process. As a teacher, we have to give each students to participate, if necessary give them the opportunity to teach in front of the class, because the more teachers give students the opportunity it will make students more confidence to speak.

3. Motivation is high.

Student motivation is influenced by something outside of students such as the desire to get the best score, to make the teacher not scold him/her, to reach the best university, etc. This kind of motivation can be used by the teacher to make the speaking class success.

4. Language is of an acceptable level.

Speaking is the ability to use the language in ordinary way by speech. It is not only a matter of transferring some messages to other persons but is also communication, which need more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, and then the interlocutors grasp

meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledgement the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

Additionally, Zulfiqar (2013) suggested the things that the teachers can do to solve the problems in speaking activities as follow:

1. Monologue. In monologue when one speaker uses spoken language for the long of time, as in speeches, lectures, readings, language broadcasts, and the like the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehend.
2. Dialogue. Dialogues involve two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which purpose is to convey proportional or factual information (transactional).
3. Questions and answer drills. The teacher can begin these by simply questioning to the learners. But the learners have mastered the question patterns; they should practice questioning one another.

4. Speaking game. It is a very interesting activity of speaking games for making relax of the students to speak English. Learning speaking not only focus on theory, we can learn through various techniques such as guessing games or sing a song.
5. Group work. This method can be done to increase student confidence because they speaking with their friends.

The researcher concludes that any method can be used by teacher in teaching speaking. The teacher must be able to create a variety of learning methods, because it makes students feel interested and do not feel bored because they only focus on theory. The various of these methods can be used by teacher to overcome the problem of students' speaking. But teacher must find out what problems exist in students then which method can solve these problem. The most important thing in teaching high school students is to always be motivating, because high school students have adolescence, and they need more attention.

2.2 Factual Report

Factual Report is a form which present information about something, as a result of systematic observation and analyzes (Hanafi, 2019). In other word, factual report is another name of report text, it is a form that is used to describe things based on fact or real news. The social purpose of using factual report is presenting information about something.

The following is generic structure of factual report/report text:

- a. General Classification

Tells what the phenomenon under discussion is or stating classification of general aspect of thing. In addition tells about general statements that describe the subject of the report, description, and classification.

b. Description

Tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living; uses, if non-natural.

The following is example of factual report/report text:

Cats

Cats also called the domestic cat or house cat (with its scientific name: *Felis silvestris catus* or *Felis catus*) is a type of carnivorous mammal of the family *Falidae*. The word “cat” generally refers to a “cat” that has been tamed, but can also refer to the “big cats” such as lions and tigers.

Cats are considered as “perfect carnivore” with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works affectively as a pair of scissors to tear the meat. Although these features also exist in the *Canidae* or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed pray. In captivity, cats can not synthesize all the amino acids they need from plant material; it is in contrast with domesticated

dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kind of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

Adopted from: Englishiana.

2.3 Relevance Studies

First research has conducted by Rinanda (2017) investigated on “An Analysis of Speaking Ability of the Second Year Students at MTs Hasanah Pekanbaru”. Based on the result, she found that the students’ speaking ability scored of the second year students at MTs Hasanah Pekanbaru was 51% categorized as “fair”. The researcher also found that the average of each aspect in speaking ability, the average of Fluency was 61.3% categorized good, aspect accuracy was 54,7% categorized fair, aspect acceptability was 40% categorized fair.

Second research is a journal has conducted by Hia et al (2016) “An analysis of Students’ Speaking Ability in English Conversation Club (ECC) Program of the 3rd Semester of English Department Lancang Kuning University”.

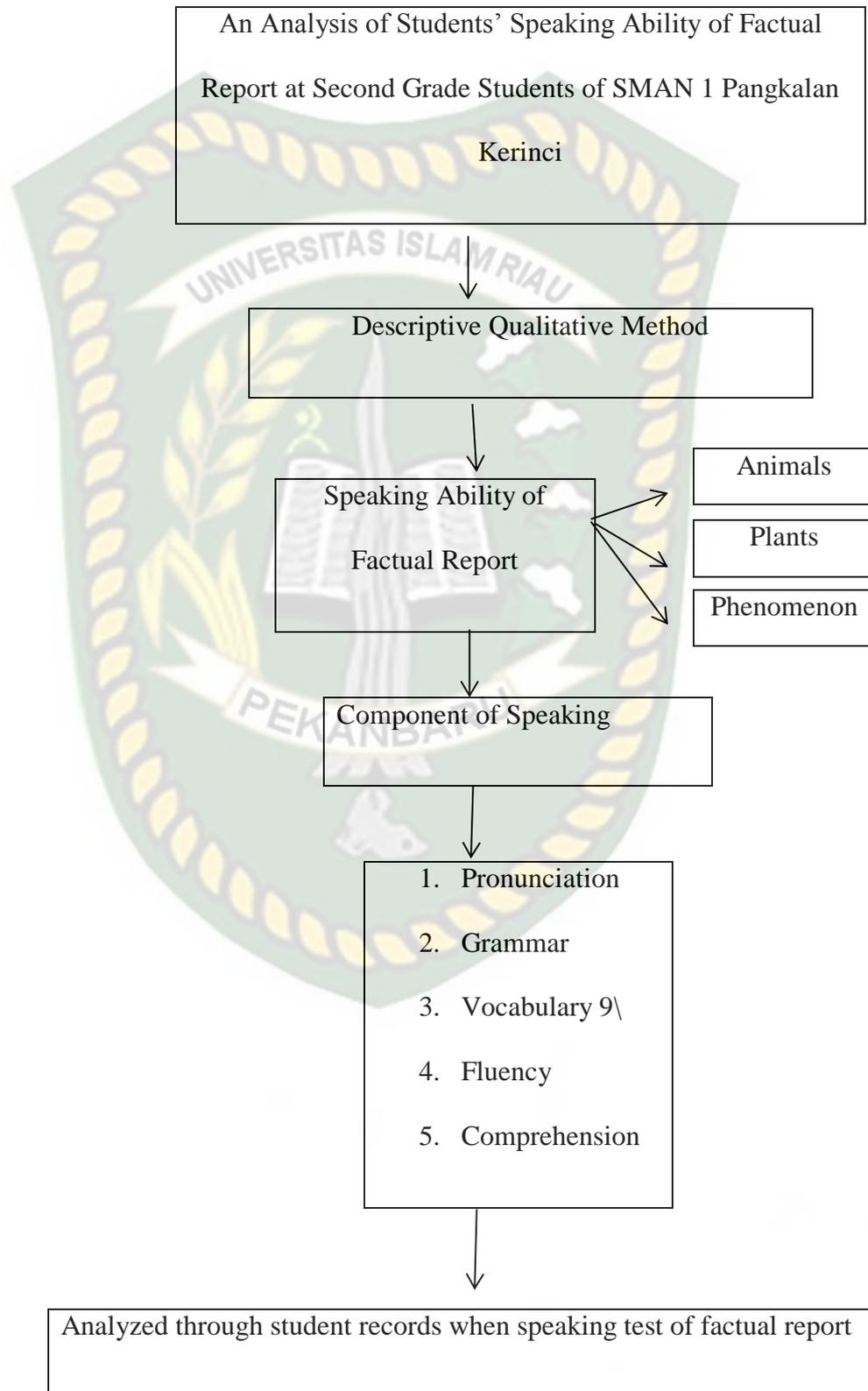
The researcher concluded that the students' speaking ability was failed level. They are not categorized fluent in speaking English, it can be influenced with some problems and factors to the students' speaking ability. These are lack of vocabulary, grammar and preparation.

Third research has conducted by Yanti (2017) investigated on "A Study on Students' Speaking Ability at the Third Semester Students in English Study Program of FKIP UIR". From the data analysis, the result of speaking rubric assessment showed that average students' score in pronunciation is 3.0, in grammar is 2.8, in vocabulary is 3.0, and in fluency is 3.1. overall, the result of students' speaking ability was average 2.9 which categorized as good.

Fourth research has conducted by Wannebo, et al (2018) investigated on "Students' Speaking Skill in Oral Descriptive text by Using Video at Tenth Grade in SMA Negeri 1 Namlea". The result of the research was (1) The improvement of students speaking skill in oral Descriptive text by using video (2) The students' interest in learning speaking by using video. It can be conclude that the use video in Descriptive text improve the students' speaking skill in term of fluency and pronunciation.

In this research, the researcher analyzed students' speaking ability in factual report. The researcher focus on measure five components of speaking there are pronunciation, grammar, vocabulary, fluency and comprehension; the researcher analyzed it one by one .

2.4 Conceptual Framework



2.5 Assumption

In this research, researcher assumes that the second grade students of SMAN 1 Pangkalan Kerinci has a good speaking ability of factual report.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design of this study is qualitative descriptive research. According to Braun & Clarke (2013) stated that qualitative research is concerned with words, and sometimes images, and is typically either experiential or critical. In addition, qualitative research is research that is descriptive and tends to use analysis.

This research has one variable, it is speaking ability. The researcher focus on five aspects as indicator of this research: pronunciation, grammar, vocabulary, fluency and comprehension.

3.2 Location and Time of the Research

This research conducted at SMAN 1 Pangkalan Kerinci in academic year 2019/2020 in online class. This school is located on Jl. Maharaja Indra, Pangkalan Kerinci, Kabupaten Pelalawan. The time of this research conducted on May 2020.

3.3 Population and Sample of the Research

a. Population

Gravetter & Wallnau (2009) stated that population is the set of all the individuals of interest in a particular study. The population of this research included of the second grade students' in science at SMAN 1 Pangkalan

Kerinci. There are 7 classes; the total of population are 215 students. In addition to know the population completely it is described on the table below:

Table 3.1 Population of the Research

NO	CLASS	POPULATION
1	XI SCIENCE 1	36
2	XI SCIENCE 2	36
3	XI SCIENCE 3	36
4	XI SCIENCE 4	34
5	XI SCIENCE 5	36
6	XI SCIENCE 6	35
7	XI SCIENCE 7	36
Total		215

b. Sample

Gravetter & Wallnau (2009) also stated that sample is a set of individuals selected from a population, usually intended to represent the population in a research study. In this research, researcher use simple random sampling by using lottery and XI Science 4 were selected as sample.

Table 3.2 Sample of The Research

NO	CLASS	SAMPLE
1	XI SCIENCE 4	34
TOTAL		34

3.4 Instrument of the Research

Research instruments are simply device for obtaining information relevant to your research project, and there are many alternatives from which to choose (Wilkinson & Birmigham, 2003). The instrument of this research are speaking test and record.

Research instrument in this research is speaking test in oral factual report. It used to know students' speaking ability especially on pronunciation, grammar, vocabulary, fluency and comprehension. Researcher gave three topics, there are animal, plant and phenomenon, and then student choose one topic for testing. Another instrument is record, the researcher used record to see student performance in factual report.

3.5 Data Collection Technique

In order to get the data, the researcher presents the act of collecting data as follow:

1. The researcher asked permission to the teacher and students to enter the online class.
2. The researcher made a whatsApp group with students.
3. The researcher gave students three topics that relate to factual report (animal, plant and phenomenon) and student choose a topic then they choose the title by themselves, as example, animal: cat, plant: palm, or phenomenon: tsunami. To avoid the same title with others, the title is determined at that time.

4. The researcher asked student to record or perform their topic via video call one by one, but they were not allow to using the script. Students did their performance in 3 minutes only.
5. The researcher recorded students' performance if they perform via video call.
6. The researcher transcribed the record to be a script.
7. The researcher asked the rater 1 and 2 for scoring students speaking by using scoring rubric of speaking. They scoring students speaking test one by one based on each component of speaking. English teacher in SMP Harapan 1 PT. Adei Plantation as the raters, their name is Susi Susanti S.Pd and Novi Astuti S.pd.
8. The researcher classified the students speaking ability based on rating by rater.
9. The researcher analyzed the students speaking ability based on each component (pronunciation, grammar, vocabulary, fluency and comprehension).

3.6 Data Analysis Technique

In assessing the test, the researcher asked the rater to rating scale develop by Sari Luoma (2004) describe the rating as follows:

Table 3.3 Scoring Rubric of Speaking

Component	Score	Requirement
Pronunciation	5	Easy to understand and has native speaker's accent.
	4	Easy to understand with certain accent.
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding.
	2	Difficult to understand because there is problem in pronunciation, asked to repeat.
	1	The serious pronunciation so it can not be understood.
Grammar	5	There is no or little mistake in grammar.
	4	Sometimes makes mistake in grammar, but it does not influence the meaning.
	3	Often makes mistake in grammar and it influences the meaning.
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence.
	1	The grammar mistake is so bad so it is difficult to understand.

Vocabulary	5	Using vocabulary and expression like native speaker.
	4	Sometimes using vocabulary which is not appropriate.
	3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited.
	2	Using wrong vocabulary and it is limited so it is difficult to understand.
	1	Vocabulary is so limited so conversation impossible to occur.
Fluency	5	Speech is smooth as a native speaker's.
	4	The fluency is disturbed by language problem.
	3	The fluency is disturbed more by language problem.
	2	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
	1	Speech is so halting and fragmentary that conversation virtually impossible.
Comprehension	5	Understand all without any difficulties.
	4	Understand almost all, although there is repetition in certain part.
	3	Understand most of what she/he talks in slow speaking.
	2	Difficult to understand what she/he talks.
	1	Can not understand although in simple conversation.

Sari (2004)

In scoring the student speaking ability, the researcher used the scoring stated by Arlin in Yanti (2017). All the aspect of speaking is divide by five analyzing the students' speaking sability can be done as follows:

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

SA: Students' Speaking Ability

P: Pronunciation

G: Grammar

V: Vocabulary

F: Fluency

C: Comprehension

Next, in order to interpret the level of the students are following scale is level is use:

Table 3.4 Classification of Speaking

Category	Score
Excellent	4.2 – 5.0
Very Good	3.4 – 4.1
Good	2.6 – 3.3
Poor	1.8 – 2.5
Very Poor	1.0 – 1.7

Arlin in Yanti (2017)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

The title of this research was An Analysis On Students' Speaking Ability In Factual Report At Second Grade Students of SMAN 1 Pangkalan Kerinci. This research was conducted to find out students' speaking ability at SMAN 1 Pangkalan kerinci. In this chapter, the researcher would present the findings based on the data obtained from the raters. The script of students' record can be seen in appendixes.

4.2 Source of Data

4.2.1 Data 1

Student 1 performed a factual report about "Giraffe (animal)". Based on the assessment of the components speaking, he result of pronunciation component got 3 scores because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Drid (dried) should be /dɪaɪd/
2. Set-let (settled) should be /'setlɪd/
3. Farm (form) should be /fɔɹm/
4. Spesli (special) should be /'speʃəl/

In term of grammar, he got 3 scores because often makes mistakes in grammar and it influences the meaning, for examples:

1. “giraffe *are* wild”, in this sentence the to be should be ‘is’ because the subject is singular.
2. “giraffe *spend* everyday” this is a present tense, so we have to put S on the *spend*, in other word, the correct sentence is *giraffe spends everyday*.
3. “fourty five *kilo gram*” we have to put ‘S’ on gram, because five kilo gram is plural.

He got 4 scores on vocabulary component because sometimes using vocabulary which is not appropriate, such as:

1. ‘reach’ on “*reach* fourty five kilo gram”, another name of reach is achievement and it is not appropriate if following by numbers.
2. ‘very group’ on ‘Giraffe are animals that are not settled and are *very group*’, the listener will confused about the meaning of very group because it is not have an accurate meaning.
3. ‘play’ on ‘giraffe will *play* with their neck’ in this sentence not appropriate to use vocab ‘play’ because it is impossible if giraffe play with their neck. The vocab ‘play’ will be appropriate if the giraffe play with another giraffe or with their friends.

The same score on fluency, he also got 4 scores because the fluency is disturbed by language, for instances: “na...animal” “ka...characteristic” “a...tri...angular” “eee...in” etc.

3 scored on comprehension component because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report.

Finally, she got 3,4 for the average scores and categorized “very good”.

4.2.2 Data 2

On the scores of student 2, there are some components that got similarity scores with student 1, for instance are pronunciation, grammar, fluency and comprehension because she also got 3 scores on each these component. She got 3 scores on pronunciation in performed a factual report about “Crocodile (animal)” because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Lifis (leaves) should be /li:vz/
2. Inoug (enough) should be /ɪ'nʌf//
3. Al (all) /ʔal/
4. Skintifik (scientific) /saɪən'tɪfɪk/

She also got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for instances:

1. “bones *it* its skull”, the meaning of this sentence is not clear, we have to change the word ‘it’ to be ‘in’ for make it better.
2. “meat *eaters*” we should to erase ‘S’ on ‘eaters’ because she told the crocodile as subject, crocodile is singular .

In term of fluency she also got 3 scores because the fluency is disturbed more by language problem, example: “sometimes...also” “on...land” “sur...rounding” “enfi...enviroment...” eee...also has”.

Next, she also got 3 scores on comprehension because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the instruction on question.

But she got higher score on vocabulary than others component, the scores on vocabulary is 3,5, because speech become limited because the vocabulary is limited, we can see in the script that she only used general vocab.

In the end, she got 3,1 for the average scores and categorized “good”.

4.2.3 Data 3

The highest components scored of student 3 are grammar, vocabulary and comprehension. In performed a factual report about “Turtle (animal)” she got 3 scores on each these components. She got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for examples:

1. “plant *eaters*” we should to erase ‘S’ on ‘eaters’ because she told the turtle as subject, turtle is singular.

2. "two *month*" we have to put "S" on month, because 'two months' is plural.
3. "turtle *are* one type" in this sentence the to be should be 'is' because the subject is singular.

3 scores on vocabulary also got by this student because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. "turtle can *be used* as pets" the vocab 'be used' is not appropriate if following by noun, because used is employed for a purpose. The vocab 'used' should be following by infinitive or verb for make it appropriate in a sentence.
2. "ranging from desert, areas, grassland, forest, swam, rivers and the sea" ranging is usually following by number, because ranging is distance measurement. So, not appropriate if following by noun.

We can see in the script that she only used general vocab and it makes the speech become limited.

Then, she also got 3 scores on comprehension component because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the instruction on question.

But she got the lower scores on pronunciation and fluency because she only got 2 scores in these component. In addition, she got 2 scores on pronunciation because difficult to understand because there is problem in pronunciation, for instances:

1. Tartel (turtle) should be /'tɜ:(r)t(ə)l/
2. Klasifis (classified) should be /klæsɪfard/
3. Eters (eaters) should be /'i:tə(r)/
4. Mani (many) should be /'meni/
5. Fegetabel (vegetable) should be /'vedʒtəb(ə)l/
6. Us (used) should be /ju:zd/
7. Ho-les (holes) should be /həʊl/
8. Ten (then) should be /ðen/
9. Het (hatch) should be /hætʃ/
10. Hel (help) should be /help/
11. Het (heat) should be /hi:t/
12. Aprosimeteli (approximately) should be /ə'prɒksɪmətli/

The last, she also got 2 scores in term of fluency because speech is frequently hesitant and jerky, example: “herbiferer...herbivores” “mani...mani” “as...as” “unique...unique” “and not wid...and not wild” “...tartel...tartel...” “la...laying” “in...in” “ap...aprosimeteli” “rais...ranging” fifteen...or”.

To conclude, she got 2,6 for the average scores and categorized “good”.

4.2.4 Data 4

The average scores of student 4 in performed a factual report about “Aloe Vera (plant)” is 3,4 categorized “very good”. this score consist of 3 scored in pronunciation, 3 scored on grammar, 4 scored on vocabulary, 3 scored on fluency and 4 scored on comprehension. There are some problems in pronunciation made

listener should more concentration and sometimes there is misunderstanding, for examples:

1. A-s (as) should be /əz/
2. A-n (an) should be /ən/
3. Konnen (continent) should be /'kɒntɪnənt/
4. Fak (fact) should be /fækt/
5. Sai (say) should be /seɪ/
6. Halt (health) should be /helθ/
7. Din (thin) should be /θɪn/

She often makes mistakes in grammar and it influences the meaning, such as:

1. “the ancient Egyptians have know the benefit of aloe vera as a health plant since fiveteen hundred” the listener will confused about the meaning of ‘fiveteen hundred’ but they know that the purpose of speaker is want to told about years, so the speaker have to put ‘years ago’ in the last sentence to make the sentence clear.
2. “accelerate external wound healing, overcoming irritation” we have to put conjunction ‘and’ after coma to make the perfect sentence.

she sometimes using vocabulary which is not appropriate, such as:

1. “the ancient Egyptians have know the benefit of aloe vera as a health plant since *fiveteen hundred*” the vocab ‘fiveteen hundred’ is not have an accurate meaning, this vocab should be change to ‘one thousand five hundred’.
2. “the shape of aloe vera are *long fleshed* and not thin”, ‘long fleshed’ is not appropriate if used in this sentence because fleshed is meat, whereas the plant does not have meat. So, this vocab will be appropriate if we talking about animal.

The fluency of this student is disturbed more by language problem, for instances: “name...aloevera” “and...suitable” “eeee...this” “si...sins” “content...also”.

The last, her comprehension is understand almost all, although there is repetition in certain part, she put general classification and description based on generic structure of factual report.

4.2.5 Data 5

Comprehension component is the highest scores got by student 5 in performed a factual report about “Cat (animal)”, she got 4 scores because understand almost all, although there is repetition in certain part and put clearly general classification and description based on generic structure of factual report.

She got the same score on others component, the scores was 3. It means she got 3 scores on pronunciation because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Of-ten (often) should be /'ɒf(ə)n/
2. Bari (bury) should be /'beri/
3. Fices (feces) should be /'fi:si:z/
4. Far (fur) should be /fɜ:(r)/
5. Wan (want) should be /wɒnt/
6. Difketing (defecating) should be /'defəkɪt/

In term of grammar she also got 3 scores because often makes mistakes in grammar and it influences the meaning, for examples:

1. “cats are on of the pets” the listener did not know what the meaning of this utterance she put ‘on’ ‘of’, she should be made utterance ‘cats are one of the pets’.
2. “cats will meow when they want to play” in this sentence she should put verb after will because this sentence did not have an accurate meaning, she could make sentence be ‘cats will *say* meow when they want to play’.

She got 3 scores also on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instances:

1. “*cool* to be invite to play” the vocab ‘cool’ is not appropriate to using in this sentence, because the meaning of cool is neither warm nor cold. Cool will be appropriate if using in a speech that talking about weather or temperature.

2. “cats are *on of* the pets” the vocab ‘on’ and ‘of’ in this utterance influence the meaning, ‘on’ is the preposition that can be used to describe time and place so it not appropriate to use in this untturance.

We can see in the script that she only used general vocab.

The last, she also got 3 scores on fluency component because the fluency is disturbed more by language problem, for examples: “carnivorous...karnifores” “eee...eaters” ”the...they” “...ken are...cats...cats” “because der...because” “dif...when difketing” “...ol...always” “by...li...licking” “of...of colors”.

In the end, she got 3,2 for the average scores and categorized “good”.

4.2.6 Data 6

The lowest components scored of student 6 is grammar, she got only 2 scores in this component because there are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, for examples:

1. “dolphins live and work in group or are called herds” this sentence is irregular, it makes listener confused to find the meaning, so this student should to re-arrange to make this sentence be a short and clear.
2. “dolphin can not sleep well under water it can sink” this sentence have the meaning that make the listener confused, should re-arrange sentence to make the perfect meaning.
3. “dolphin can only be half...asleep or not sleeping soundly” “dolphins herd first herd for easy capture” these utterance also have the meaning that make

listener confused and should to re-arrange to make listener easy in understanding it.

Pronunciation and comprehension score more high than grammar that got by her. She got 3 scores on these components. There are some problems in pronunciation because made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Ouned (owned) should be /əʊn/
2. pit (pet) should be /pet/
3. Wil (well) should be /wɪl/
4. Kan (can) should be /kæn/
5. Soulei (soundly) should be /'saʊn(d)li/
6. Refired (referred) should be /rɪ'fɜ:(r)/

On her comprehension component, understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the instruction on question.

She got more high score on vocabulary and fluency than others components, the score is 3,5. On vocabulary component she using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “not *sleeping soundly*” the listener will confused about the meaning of sleeping soundly because it is not have an accurate meaning.
2. “Dolphins herd fish herd for easy *capture*” the vocab ‘capture’ is not appropriate to using in this sentence, because capture is the process of capturing or recording a movie with a video with a video device. Capture will be appropriate if using in a speech that talking about capturing video.

The last, about her fluency is disturbed more by language problem, example: “the...they” “pro...tected” “of...ten” “tugede...together” “there...fore” “komyu...communicate” “intelli...intelligen”.

To conclude, she got 3,2 for the average scores in performed a factual report about “Dolphin (animal) and categorized “good”.

4.2.7 Data 7

The lowest component scores got by student 7 is grammar. In performed a factual report about “Donkey (animal)”, she got score 2,5 on this component because there are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, examples:

1. “often used by human as a ...means of transportation”
2. “spend more than half their day looking for food”
3. “this help them...to stay in touch with other donkeys”

All of these sentences have the meaning that make listener confused, she should re-arrange sentence to make the perfect meaning.

More high score got by her on fluency component, she got 3 scores on this component because the fluency is disturbed more by language problem, example: “eee...in native donkey” “or...semiii...arid” “eee...a konkais” “mmm...this help” “a...away” “don...key bo...di” “nine...centimeters...to...sss...one hundred ...sss...sixty” “ex...pentensi”

Then, she got more high score on comprehension than fluency. Her comprehension score is 3,5 because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the question sheet.

The highest components score are pronunciation and vocabulary, the score is 4. Pronunciation component got 4 scored because easy to understand with certain accent.

The last, 4 scored on vocabulary also because sometimes using vocabulary which is not appropriate, examples:

1. “often used by human as a *means of* transportation” the vocab ‘means of’ in this utterance make the listener confused because influence the meaning, this vocab should erase for make the utterance better.
2. “this help them to *stay* in touch with other donkeys” the vocab ‘stay’ in this sentence not appropriate because stay is to spend some time in a place. So this vocab will appropriate if using in sentence that talking about spend some time in a place.

Finally, she got 3,4 for the average scores and categorized “very good”.

4.2.8 Data 8

There are some mistakes did by student 8 in performed a factual report about “Sunflower (plant)”, one of the mistake is using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, examples:

1. “*learing* toward the sun” the vocab ‘*learing*’ not have the meaning so it is not appropriate to use in this utterance.
2. “arrange in a *compound*” the vocab ‘*compound*’ is not appropriate to use in this uttedrance because compound is amalgamation. So the vocab ‘*compound*’ will appropriate in utterance that talking about something formed by compounding or combining parts.

We can see in the script that she only used general vocab, therefore he got score 3,5 on vocabulary.

Other mistake is on fluency component because the fluency is disturbed more by language problem, such as: “se...ninety century” “...mmm...the trunk” “eee...the benefit” “mmm...help” “are...hundred” “on...their flower”, therefore he got score 3 on fluency.

In term of comprehension she also got 3 scores because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In contrast, she got 4 scores on pronunciation because easy to understand with certain accent.

She also got 4 scores on grammar component because sometimes mistake in grammar, but it does not influence the meaning, for instance:

1. “sunflower is know by the latin name” the word ‘know’ should be changed to be ‘known’, but it is okay to use the word ‘know’.

Finally, she got 3,5 for the average scores and categorized “very good”.

4.2.9 Data 9

Student 9 got some different score with student 8, there are on pronunciation and grammar. She got 3,5 scores on pronunciation and 3 scores on grammar. She got 3,5 scores on pronunciation because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Swalling (swallowing) should be /'swɒləʊ/
2. Siwi (chewing) should be /tʃu:/
3. Blod (blood) should be /blʌd/
4. Fanset (function) should be /'fʌŋkʃ(ə)n/

She got 3 scores on grammar often makes mistakes in grammar and it influences the meaning, for examples:

1. “snake *are* carnivorous animal”, in this sentence the to be should be ‘is’ because the subject is singular.

2. “the number of egg can be only a few eggs” this sentence made listener confused about whose egg, so she could make better sentence like ‘the number of *its* egg can be only a few egg.

But in this perform she also got the same scores with student 8, there are on vocabulary she got 3,5 scores, and on fluency and comprehension she got 3 scores. She got 3,5 scores on vocabulary 3,5 scored because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “But the teeth do not function to chew only to *grip* and to smoothly swallow prey” the vocab ‘grip’ is not appropriate in this utterance because grip is the act of grasping or hold, whereas this utterance talking about teeth. So this vocab will be appropriate if use in utterance that talking about grip.
2. “Snake carnivorous animals and as *reptile animals*” the vocab ‘reptile animal’ is appropriate in this sentence, but we can erase the vocab ‘animal’ for make this sentence better, the listener will still know what the speaker talking about without vocab ‘animal’.

We can see in the script that she only used general vocab.

She got 3 scores on fluency component because the fluency is disturbed more by language problem, examples: ”the latin...the latin”
some...type...some...type...types” “kar...carnivorous” “with...venom”
“and...cardiac” “chew...only”.

The last, 3 scored on comprehension component because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, in performed a factual report about “Snake (animal)”, she got 3,2 for the average scores and categorized “good”.

4.2.10 Data 10

In performed a factual report about “Orchid (plant)”, student 10 got 3 scores on each component. It means based on the assessment of the components speaking, her result of pronunciation component got 3 scored because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Ansin (ancient) should be /'eɪnf(ə)nt/
2. Bat (both) should be /bəʊθ/
3. Trem (term) should be /tɜ:(r)m/
4. Ter (there) should be /ðeə(r)/
5. Mait (myth) should be /mɪθ/
6. Ber (birth) should be /bɜ:(r)θ/
7. Furt (fruit) should be /fru:t/

3 scores on grammar component also got by her because often makes mistakes in grammar and it influences the meaning, such as:

1. “the shape of orchid *is*” in this sentence the to be should be ‘are’ because she told several shapes of orchid not only one shape, and she should put ‘S; on ‘shape’.
2. “overcoming neurological disorder and brain function, can help treat toothache” there is no conjunction in the last sentence, she should put conjunction ‘and’ after coma for better sentence.

Then, she also got 3 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instances:

1. “consisting of several petals and *crown*” the vocab ‘crown’ is not appropriate to use in this sentence because crown is a similar ornamental headgear worn by king or queen, whereas this sentence talking about orchid, it means this student should to change the vocab ‘crown’ to be ‘corolla’ and this vocab will be appropriate if using in sentence that talking about king or queen.
2. “orchid leaves have an elongated oval shape with elongated leaf *bones*”, the vocab ‘bones’ is not appropriate to use in this sentence because bones is part of human or animal body. So the vocab ‘bones’ will be appropriate if using in sentence that talking about humans’ or animals’ body.

we can see in the script that she only used general vocab.

In term of fluency she also got 3 scores because the fluency is disturbed more by language problem, for instances: “dis...tinctive” “...in ans...ansin”

“bat...bat” “fi...virility” “der...ter” “mmm...the shape” “konsis...consisting”
“neu...rological”.

Next, about comprehension she got 3 scores also because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the instruction on question.

Finally, she got 3 for the average scores and categorized “good”.

4.2.11 Data 11

The same scores component on pronunciation, grammar, vocabulary and fluency got by student 11. She got 4 scores on each these components. She performed a factual report about “Tornado (phenomenon)” and got 4 scores on pronunciation because easy to understand with certain accent.

Next, she also got 4 scores on grammar component because sometimes mistake in grammar, but it does not influence the meaning, example:

1. “when it will end, the rising air will disappear” this utterance is correct but she could make it better to be ‘when it ends’.

The same score on vocabulary, she got 4 scores because sometimes using vocabulary which is not appropriate, such as:

1. “Tornadoes are also *know* as twister” the vocab ‘know’ is not appropriate in this utterance because know is to apprehend or to understand clearly and with

certainly. But, this utterance is talking about another name, so she could use the vocab 'known'.

Then, she got 4 scores also on fluency because the fluency is disturbed by language, for examples: "black...cloud" "eee...the" "falling...air".

But, she got lower scores on comprehension than others component. She got 3,5 scores on this component because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, she got 3,9 for the average scores and categorized "very good".

4.2.12 Data 12

The lowest components scored of student 12 is fluency, she got only 2 scores in this component because speech is frequently hesitant and jerky, examples: "an...cient..." "nymphaea...mmm...caerulea" "eee...relics" "native...of native" "...shape of...shape" "mmm...the" "...water...water" "eee...the stem" "mmm...mm...water lily...leaf" "the...the waxy" "eee...the benefits" "boosts...boosts" "mmm...special characteristic".

Grammar and comprehension score more high than fluency that got by her. She got 3 scores on each these components. There are some problems in grammar because often makes mistakes in grammar and it influences the meaning, such as:

1. “water lily stem *are* hollow to make it easier to float on the surface of the water”, in this sentence to be should be ‘is’ because the subject is singular.

On her comprehension component, understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

She got more high score on pronunciation and vocabulary than others components, the score is 4. On pronunciation she got 4 scores because easy to understand with certain accent.

The last, on vocabulary she got 4 scores because sometimes using vocabulary which is not appropriate, for instances:

1. “water lily leaf doesn’t *match* the waxy layer, so water that falls on the leaves can be directly absorbed” the vocab ‘match’ in this sentence is not appropriate because match is suitable to something, it means has nothing to do with this sentence. So, she have to erase this vocab.
2. “special characteristic of water lily is live on the surface of water and wide leaves in *thee*” the vocab ‘thee’ is does not has the meaning.

To conclude, she got 3,2 for the average scores in performed a factual report about “Lotus/Water Lily (plant)” and categorized “good”.

4.2.13 Data 13

Student 13 got some different score with student 12, there are on pronunciation, vocabulary and fluency. She got 3,5 scores on pronunciation, 3,5

scores also on vocabulary and 3 scores on fluency. She got 3,5 scores on pronunciation because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, examples:

1. Guid (guide) should be /gaid/
2. Produk (produce) should be /prə'dju:s/
3. Fertili (fertile) should be /'fɜ:(r)taɪl/
4. Faris (various) should be /'veəriəs/

She got 3,5 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “so that this plant was named according to the history of its in *ventor*” the vocab ‘ventor’ is not appropriate in this utterance because does not have the meaning.
2. “shape of Rafflesia Arnoldi are large flower and *heavy* weight” in this sentence she should be quite to put the vocab ‘weight’ only, because ‘heavy weight’ is having different meaning and not relate with this sentence.
3. “and the *flour* will be very smooth and fertile for carbohydrates” the vocab ‘flour’ is not appropriate to use in this sentence because this sentence talking about benefits of Raflesia Arnoldi. This vocab will be appropriate if using in sentence that talking about ingredients for making food.

We can see in the script that she only used general vocab.

She got 3 scores on fluency because the fluency is disturbed more by language problem, such as: “eee...shape of raffles” “sss...scent” “eee...different” “mmm...long” “mmm...the flower” “stomac...stomachache...” “oo...the sap” “mmm...many contain”.

But in this perform she also got the same scores with student 12, there are on grammar she got 3 scores, and comprehension she got 3 scores also. She got 3 scores on grammar because makes mistakes in grammar and it influences the meaning, for instance:

1. “the flower can also be used for various, stomachache medicine, the sap can be to glue external wounds” this sentence is not clear because after ‘various’ not following by other word, it makes the meaning of sentence did not complete or did not clear.

The last, 3 scored on comprehension component because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, in performed a factual report about “Rafflesia Arnoldi (plant)”, she got 3,2 for the average scores and categorized “good”.

4.2.14 Data 14

In performed a factual report about “Dog (animal)”, student 14 got 3 scores on each component. It means based on the assessment of the components speaking, her result of pronunciation component got 3 scored because there are

some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Oder (other) should be /^ʔʌðə(r)/
2. Tim (tame) should be /teɪm/
3. Wil (wild) should be /waɪld/
4. U-sed (used) should be /ju:zd/
5. Lif (left) should be /left/
6. Ket (coat) should be /kəʊt/

3 scores on grammar component also got by her because often makes mistakes in grammar and it influences the meaning, such as:

1. “dog *are* classified as carnivorous animal” in this sentence to be should be ‘is’ because the subject is singular.
2. “dog *are* classified *are* pet because they are tame” there are two to be ‘are’ and it makes this sentence not effective, more over to be of the dog should be ‘is’.
3. “but there are also some *type* of dog” we have to put ‘S’ on the ‘type’ because that is plural.

Then, she also got 3 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instances:

1. “insect that may be *present* in the grass” the vocab ‘present’ is not appropriate in this sentence because present is to make available, and it is not relate with this sentence, she could change this vocab to be ‘on’.
2. “having a variety of *coat* colors”, the vocab of ‘coat’ is not appropriate to use in this utterance because coat is covering at least the upper part of the body, whereas this sentence talking about dog’s colors. It means this vocab not relate with this utterance and should to erase.

We can see in the script that she only used general vocab.

In term of fluency she also got 3 scores because the fluency is disturbed more by language problem, for instances: “kla...classified” “karnivo...carnivorous” “tem...they” “type...tipe...tipe” “eee...dangerous” “mmm...dog usually” “al...also aim” “eee...dog also” “some...times” “their...their tail” “indi...indicates”.

Next, about comprehension she got 3 scores also because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on instruction on the question.

Finally, she got 3 for the average scores and categorized “good”.

4.2.15 Data 15

In performed a factual report about “Cactus (plant)”, student 15 got 3 scores on each component. It means based on the assessment of the components

speaking, her result of pronunciation component got 3 scored because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Abot (about) should be /ə'baʊt/
2. Grek (greek) should be /gri:k/
3. Spons (sponge) should be /spʌndʒ/
4. Grow (grew) should be /gru:/
5. A-n (an) should be /æn/
6. Of-ten (often) should be /'ɒf(ə)n/
7. A-s (as) should be /əz/

3 scores on grammar component also got by her because often makes mistakes in grammar and it influences the meaning, such as:

1. “often use an ornamental plant because of its beautiful” this sentence is not effective because she have to put ‘as’ before ‘an’ for making the sentence be better.
2. “has very long roots, a stomata which is only open at night” we have to put conjunction ‘and’ after coma because this is the last characteristic of cactus

Then, she also got 3 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instances:

1. “often used an ornamental plant because of its beautiful, unique and *diverse*”
the vocab ‘diverse’ not appropriate to use in this sentence, because this vocab need next explanation. She did not explain what diverse on cactus, so this vocab will be appropriate if there is putting next explanation.
2. “and at the time *these* plants were tall” the vocab ‘these’ not appropriate to use in this utterance because she only told about one plant no more, so vocab ‘these’ should be change to ‘this’.

We can see in the script that she only used general vocab.

In term of fluency she also got 3 scores because the fluency is disturbed more by language problem, for instances: “eee...towering” “eee...cactus is” “eee...are thorn” “mmm...has a wax” “eee...a sponge” “eee...a stomata” “eee...benefits of cactus” “be...beguna cactus” “mmm...lowering cholesterol” “eee....and many others”

Next, about comprehension she got 3 scores also because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

Finally, she got 3 for the average scores and categorized “good”.

4.2.16 Data 16

There are some mistakes did by student 8 in performed a factual report about “Tiger (animal)”, one of the mistake is using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, examples:

1. “they can adapt to annual rainfall as six hundred millimeters to *oat* high as five hundred millimeter” the vocab ‘oat’ is not appropriate to use in this utterance because oat is a cereal plant, whereas this utterance talking about rainfall that tiger can adapt. So the vocab ‘oat’ can be appropriate if using in sentence that talking about cereal plant.
2. “the vision is also sharp, *thirty time* sharper than human” the vocab ‘thirty time’ is not appropriate to use in this sentence, because thirty time is using in a utterance that talking about time, whereas this utterance talking about comparison of vision sharp. So she should change the vocab ‘thirty time’ to be ‘thirtyfold’.

we can see in the script that she only used general vocab, therefore he got score 3,5 on vocabulary.

Other mistake is on fluency component because the fluency is disturbed more by language problem, such as: “ee...it eat” “mmm...because of it” “eee...the tiger is” “mmm...the roar of tiger” “mmm...they can live” “to...fourty...eight...celcius” “eee...they can adapt” “eee...trick its prey”, therefore he got score 3 on fluency.

Then, in term of pronunciation she got 3 scores because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, example:

1. Wait (wild) should be /waɪld/
2. Hert (heard) should be /hɜ:(r)d/

3. Lif (live) should be /lɪv/
4. Serp (serves) should be /sɜ:(r)v/
5. Syap (sharp) should be /ʃɑ:(r)p/

In contrast, she got 4 scores on comprehension because understand almost all, although there is repetition in certain part, she put general classification and description based on generic structure of factual report.

She also got 4 scores on grammar component because sometimes mistake in grammar, but it does not influence the meaning, for instance:

1. “because of it wild character” we can eliminate the word ‘of’ for making the better sentence, but it is okay to use this sentence.

Finally, she got 3,5 for the average scores and categorized “very good”.

4.2.17 Data 17

Grammar is the lowest component scores got by student 12, he got only 2,5 scores in this component because there are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, examples:

1. “there are Mount Merapi central Java *twenty ten*, Mount Sinabung *twenty sixteen*, Mount Kelud *twenty seven*” we have to put ‘in’ before central because Central Java is location, and then we have to put ‘and’ after each ‘twenty’ in this sentence for make it better because without ‘and’ the listener will got different meaning,

2. “the magma collected in the magma *kitchen located* under the volcano is full”
the listener did not find the meaning of this sentence because there are some not appropriate word, so we have re-arrange the sentence for make it better.

vocabulary and comprehension score more high than grammar that got by him. He got 3 scores on each these components. On vocabulary component he using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “The cause of the volcano erupting is because the magma collected in the magma *kitchen located*”, the vocab ‘kitchen’ is not appropriate to use in this sentence because kitchen is room or place equipped for cooking, whereas this sentence talking about location of magma. So kitchen will be appropriate if using in sentence that talking about room of cooking.
2. “Gas containing magma will *the push* little by little to the surface of the earth”
the vocab ‘the push’ is not appropriate if using in this sentence because the push is the one who pushed, whereas this sentence talking about ‘pushed’ not the person. So. This vocab will be appropriate if using in sentence that talking about someone who pushed.

We can see in the script that he only used general vocab.

On her comprehension component, understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

Then, he got more high score on pronunciation and fluency than others components, the score is 4. On pronunciation he got 4 scores because easy to understand with certain accent.

The last, on fluency he got 4 scores because the fluency is disturbed by language, for instances: “eee...have high strength” “eee...the eruption of” “will...the push”.

To conclude, he got 3,3 for the average scores in performed a factual report about “Volcano Eruption (phenomenon)” and categorized “good”.

4.2.18 Data 18

The same scores component on pronunciation, vocabulary, fluency and comprehension got by student 11. He got 3 scores on each these components. He performed a factual report about “Earthquake (phenomenon)” and got 2,5 scores on grammar.

He got 3 scores on Pronunciation component because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Tu (due) should be /dju:/
2. Sud-den (sudden) should be /'sʌd(ə)n/
3. Krites (creates) should be /kri'eit/
4. Yusli (usually) should be /'ju:zʊəli/
5. Ces (these) should be /ði:z/

6. Krus (crust) should be /krʌst/

The same score on vocabulary, she got 3 scores because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “Earthquakes often occur in Indonesia, including earthquake in Aceh *two thousand four* and *two thousand five*” the italicized vocab in this utterance is not appropriate to use in this sentence because the meaning is not accurate, he should to put ‘and’ after ‘two thousand’ for make the utterance be better.
2. “in Bengkulu two thousand seven” the mistake of this vocab is same like mistakes above, he should to put ‘and’ after ‘two thousand’.
3. “then one of the *plate* infiltrate under another *plate*” the vocab ‘plate’ is not appropriate to use in this sentence because plate is where food is served, whereas this sentence talking about the process of earthquake. So this vocab will be appropriate if using in sentence that talking about served a food.

we can see in the script that she only used general vocab.

Then, he got 3 scores also on fluency because the fluency is disturbed by language, for examples: “eee...deadly natural disaster” “mmm...and many other” “muk...eee...movements” “in...fil...trate” “eee...that infiltrate”.

Next, he got 3 scores also on comprehension because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

But, he got lower scores on grammar than others component. She got 2,5 scores on this component because there are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, examples:

1. "earthquake often occur in Indonesia" this is a present tense, so we have to added 'S' on the 'occur'.
2. "by movements of the earth crust or earth plates, interaction between these plates also produce many geological" "one of the plate infiltrate under another plate" "the two plates move closer to each other" these sentences have the word 'plate', this word not appropriate and make the listener confused to find the meaning, he have to re-arrange the sentence and find another word for make it better.

In the end, she got 2,9 for the average scores and categorized "good".

4.2.19 Data 19

Student 19 performed a factual report about "Spinach (plant)". Based on the assessment of the components speaking, her result of pronunciation component got 2 scores because difficult to understand because there is problem in pronunciation, such as:

1. Spinic (spinach) should be /'spɪnɪdʒ/
2. Klasfit (classified) should be /'klæsɪfaɪd/
3. Yusid (used) should be /ju:zd/
4. Promit (promote) should be /prə'məʊt/

5. Esplisi (especially) should be /ɪ'speʃ(ə)li/
6. Depleting (developing) should be /dɪ'veləpɪŋ/
7. Ninten (nineteen) should be /næn'ti:n/
8. Foriforen (foreign) should be /'fɔrɪn/
9. Temprot (taproot) should be /'tæp,rʊ:t/
10. Fiboro (fibrous) should be /'faɪbrəs/
11. Fin (fine) should be /faɪn/
12. Binif (benefit) should be 'benɪfɪt//
13. Ebli (able) should be /'eɪb(ə)l/
14. Rids (reduce) should be /rɪ'dju:s/
15. Glos (glucose) should be /'glu:kəʊz/

He got 3 scores on grammar component because often makes mistakes in grammar and it influences the meaning, for instances:

1. “latin spinach is amarathus” in this sentence, the speaker told that latin’s spinach is amaranthus, while in the context, the speaker want to told about another name of spinach, so the speaker have to put the ‘name’ after the ‘latin’,
2. “characteristic of spinach *are* having a taproot” if speaker used to be ‘are’, she have to put ‘s’ after ‘characteristic’ because the speaker told more than one characteristic of spinach,
3. “not attractive *it* used as an ornamental plant” ‘it’ in this sentence is not appropriate because influences the meaning.

Then, he got 3,5 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “is not attractive *it* used as an ornamental plant” the vocab ‘it’ in this sentence is not appropriate because does not know what refers to, he should to erase this vocab and will be better if change to ‘if’.
2. “spinach *promote* as food source of protein.” The vocab ‘promote’ is not appropriate to use in this utterance because promote is to support or to introduce, whereas this utterance talking about protein content. So this vocab will be appropriate if using in utterance that talking about introduce something. He could change this vocab to be ‘known’.
3. “especially for developing country, it is suspected that spinach plant entered Indonesia in the nineteen *country*” the vocab ‘country’ is not appropriate to use in this sentence because country is a state or nation, whereas this utterance talking about time. This vocab will be appropriate if using in utterance that talking about state and he should change this vocab to be ‘century’.

We can see in the script that she only used general vocab.

2 scored on fluency got by him because speech is frequently hesitant and jerky, example: “eee...because spinic” “mmm...is not attractive”
“or...orna...ornamental...ornamental” “promot...prom...promit”
“eee...depleting” “eee...it is suspected” “eee...entri” “te...ter...territory”
“eee...having” “eee...on it” “eee...that grow” “eee...it has mono...monodial”
“on...of”.

The last, he got 3 scores on comprehension component because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report but the facts described in the description are incomplete based on the instruction on question.

Finally, he got 2,7 for the average scores and categorized “good”.

4.2.20 Data 20

The average scores of student 20 in performed a factual report about “Goose (animal)” is 3,4 categorized “very good”, this score consist of 3 scored in pronunciation, 3,5 scored on grammar, 4 scored on vocabulary, 3,5 scored on fluency and 3 scored on comprehension. There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for examples:

1. Skentifik (scientific) should be /saɪən'tɪfɪk/
2. Tep (type) should be /taɪp/
3. Pits (pets) should be /pet/
4. En (on) should be /ɒn/
5. Syut (shout) should be /ʃaʊt/
6. Apprasing (approaching) should be /ə'prəʊtʃ/

He often makes mistakes in grammar and it influences the meaning, such as:

1. “goose forage on land in water”, she have to put conjunction ‘and’ after ‘land’ for making the sentence better,
2. “usually geese *eat* plants, tree roots” she have to added ‘S’ on ‘eat’ because this is a present tense.

He sometimes using vocabulary which is not appropriate, such as:

1. “they will know the safe limit to find *food*” the vocab ‘food’ is not appropriate to use in this sentence because food is something can be eaten by human, whereas this sentence talking about something can be eaten by geese. It means this vocab will be appropriate if using in sentence that talking about something that eaten by human, and he should to change this vocab to be forage, because forage is something can be eaten by livestock.

The fluency of this student is disturbed more by language problem, for instances: “eee...klassifid” “orrr...insect aaa....and” “around...found around...it can” mmm...animal” “aqu...atic plants” “mmm...geese will” “find...food”.

The last, his comprehension is understand most of what she talks in slow speaking,, he put general classification and description based on generic structure of factual report.

4.2.21 Data 21

Pronunciation and grammar component are the highest scores got by student 21 in performed a factual report about “Rose (plant)”, she got 4 scores on

each these component. She got 4 scores on pronunciation because easy to understand with certain accent

She got 4 scores on grammar component because sometimes mistake in grammar, but it does not influence the meaning, example:

1. “helps overcome hemorrhoids” we can added ‘to’ before the ‘overcome’ to made this sentence better, but it is not mean that this sentence is wrong.

She got lower scores than component above on vocabulary and comprehension. She got 3,5 scores on vocabulary using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instance:

1. “give off a *sweet* fragrance” the vocab ‘sweet’ is not appropriate to use in this sentence because sweet is having the taste or flavor characteristic of sugar, whereas this sentence talking about aroma. So this vocab will be appropriate if using in sentence that talking about taste.
2. “on the stem there are thorn that *serve* to protect themself” the vocab ‘serve’ is not appropriate to use in this utterance because serves is to provide or to present something, whereas this utterance talking about function of thorn on the stem. So this sentence will be appropriate if using in sentence that talking about the act of presenting.

We can see in the script that she only used general vocab.

She got 3 scores on comprehension because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

The last, the lowest score is fluency because she got 2 scores on this component because speech is frequently hesitant and jerky, example: “eee...rose know” “or kyu...queen” “flowers...are” “simbios...simbios” “hmmm...in its” “eee...the shape “mmm...give off “eee...on the stem” “to...protect...themselve” “eee...and the roots” “helps...overcome” “medins...medicine” “eee...its prickly”.

In the end, she got 3, 3 for the average scores and categorized “good”.

4.2.22 Data 22

The same scores component on grammar, vocabulary, and fluency got by student 22. He got 3 scores on each these components. He performed a factual report about “Panda (animal)” and got 3,5 scores on pronunciation and comprehension.

He got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for instances:

1. “*the spend* ten hours a day just to sleep” this sentence made listener confused because did not have clear meaning because of ‘the spend’.
2. “because panda rare animal” he should to put to be ‘is’ for the ‘panda’ because it is influences the meaning of sentence.

The same score on vocabulary, she got 3 scores because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “*The spend* ten hours a day just to sleep.” The vocab ‘the spend’ is not appropriate to use in this utterance because the spend is expenditure or to pay out, whereas this utterance is talking about panda’s daily. So this vocab will be appropriate if using in utterance that talking about expenditure.

we can see in the script that she only used general vocab.

Then, he got 3 scores also on fluency because the fluency is disturbed by language, for examples: “it’s mean...in the” “eee...mating season” “mmm...panda is kategoris” “animal...is also” “hmm...panda” “eee...rare animal” “eee...te rest” “saf...saf” “mmm...panda”.

Next, he got 3,5 scores on pronunciation because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Klasifit (classified) should be /'klæsɪfaɪd/
2. Wel (wild) should be /waɪld/
3. Daring (during) should be /'dʒʊərɪŋ/
4. Be-si-des (besides) should be /bɪ'saɪdz/
5. Spin (spend) should be /spend/
6. Saf (shape) should be /ʃeɪp/

Last, he got 3,5 scores also on comprehension because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, he got 3,2 scores for the average and categorized “good”.

4.2.23 Data 23

Grammar is the lowest component scores got by student 23, he got only 2 scores in this component because there are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, examples:

1. “although the ant is said to able the to lift weight twice its body weight” this utterance did not have an accurate meaning so he should to re-arrange the utterance and find appropriate word.

vocabulary and comprehension score more high than grammar that got by him. He got 3,5 scores on vocabulary and 3 scores on comprehension. On vocabulary component he using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “The scientific name of ant is formilicidae, classified as an omnivorous a-animal because of *everything eater*” the listener will confused about the meaning of everything eater because it is not have an accurate meaning, he should change this vocab to be “eater of everything”.

2. “the ant is *said* to able the to lift weight twice its body weight” the vocab ‘said’ in this utterance is not appropriate because said is to utter or to speak, whereas this utterance talking about ‘to told about the ability of ant’.
3. “*The brand* will form a line will great each other when meeting friends and the opposite direction.” The vocab ‘brand’ is not appropriate to use in this sentence because brand is the kind, grade, or make of a product or service. Whereas this sentence talking about ants’ daily.

We can see in the script that he only used general vocab.

On her comprehension component, understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

Then, he got more high score on pronunciation and fluency than others components, the score is 4. On pronunciation he got 4 scores because easy to understand with certain accent.

The last, on fluency he got 4 scores because the fluency is disturbed by language, for instances: “so...that” “is...easily” “the...to lift” “eee...small clows” with...these”..

To conclude, he got 3,3 for the average scores in performed a factual report about “Ant (animal)”and categorized “good”.

4.2.24 Data 24

There are some mistakes did by student 24 in performed a factual report about “Ginger (plant)”, one of the mistake is using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, examples:

1. “*then and* the days of colonialism ginger which could provide a warm spicy taste in food” the vocab ‘then and’ is not appropriate to use in this sentence because this conjunction will be appropriate if using in sentence that relate with previous sentence.
2. “then and the days of colonialism ginger which could provide a warm spicy taste in food *aoon* become a popular commodity in Europe.” The vocb ‘aon’ is not appropriate because does not have the meaning.

We can see in the script that she only used general vocab and make the speech very limited, therefore he got score 3 on vocabulary.

Other mistake is on fluency component because speech is frequently hesitant and jerky, such as: “ornamental...plant” “net...netrektif” “only...used” “...a berif” “origin...origin...originets” “howe...how...however...” “mmm...then” “ko...kol...colonialism” “ginger...ginger” “be...become” “konomi...commodity”, therefore he got score 2 on fluency.

In term of comprehension he also got 3 scores because understand most of what she talks in slow speaking, but she did not put general classification and description based on generic structure of factual report.

He also got low scores on pronunciation. She got only 2 scores on this component because difficult to understand because there is problem in pronunciation, for instance:

1. G-nger (ginger) should be /'dʒɪndʒə(r)/
2. Klasifit (classified) should be /'klæsɪfaɪd/
3. U-sed (used) should be /ju:zd/
4. A-s (as) should be /əz/
5. Sips (spice) should be /spais/
6. Berif (brief) should be /bri:f/
7. Tok (though) should be /ðəʊ/
8. Tos (those) should be /ðəʊz/
9. Sot (south) should be /saʊθ/
10. Kol (could) should be /kʊd/
11. Profit (provide) should be /prə'vaɪd/
12. Spits (spicy) should be /'spaisi/
13. Netrektif (unattractive) should be /,ʌnə'træktɪv/
14. Beleaf (believe) should be /bɪ'li:v/

He also got 3 scores on grammar component because often makes mistakes in grammar and it influences the meaning, for instance:

1. “only used as a cooking and medical spice” this sentence did not have subject, the listener does not know what or who the speaker talking about, we have to put the subject the ‘ginger’ in this sentence,

2. “*Then and* the days of colonialism ginger which could provide a warm spicy taste” ‘then and’ in this sentence did not have function and the meaning not relate with next statement.

Finally, he got 2,6 for the average scores and categorized “good”.

4.2.25 Data 25

The highest components scored of student 25 is vocabulary. In performed a factual report about “Mosquito (animal)” She got 4 scores on this component because sometimes using vocabulary which is not appropriate, for examples:

1. “mosquitos is not pet because mosquito are *many* insect that human kill because they suck human blood.” The vocab ‘many’ in this sentence is not appropriate because make the meaning of sentence different. He would to tell about many mosquito that kill by human, but because of using this vocab it makes the meaning is that many insect that kill by human. So he should to erase this vocab.
2. “its head has smooth *probture* and has a length that exceeds the length of the head”, the vocab ‘probture’ is not appropriate because does not have the meaning.

But the lower score got by this student is on others component. He got 3,5 scores on pronunciation and 3 scores on others component. He got 3,5 scores on pronunciation because by this student because there are some problems in

pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Mos-koi-to (mosquito) should be /mɒ'ski:təʊ/
2. Sek (suck) should be /sʌk/
3. Bul (blood) should be /blʌd/
4. Et (eat) should be /i:t/
5. Plased (placed) should be /pleɪs/
6. Iksid (exceed) should be /ɪk'si:d/

Then, he got 3 scores on comprehension component because understand most of what she talks in slow speaking, but he only put general classification did not put the description based on generic structure of factual report.

He also got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for instances:

1. “mosquito have a habit of urinating before sucking blood, *the habit was done so that his body temperature drop*” italicized sentence is not relate with the previous sentence, he should to eliminate to be ‘was’ and added word ‘if’ to make sentence better like ‘if this habit done so that his body temperature drop’,.
2. “relatively small body size four *millimeter*” he should to put ‘S’ on ‘millimeter’ because four millimeter is plural.
3. “*characteristic* of mosquito are relatively small” We have to put ‘S’ on ‘characteristic’ because he told more than one characteristic

The last, she also got 3 scores in term of fluency because the fluency is disturbed more by language problem, example: “because...mosquito” “insect...that” eee...mosquito” “mmm...mosquito” eee...urinating” “...on...ly female” “mmm...and...that” “mmm...characteristic” “four millimeter” “eee...mosquito eggs”.

To conclude, she got 2,6 for the average scores and categorized “good”.

4.2.26 Data 26

The highest components scored of student 26 is pronunciation. In performed a factual report about “Bear (animal)” she got 4 scores on this component because easy to understand with certain accent.

Then, she got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for examples:

1. “they have broad claws and five on the palms” this sentence is not clear because we do not know what that five on the palms, speaker did not told what is it and it influences the meaning.

Next, 3,5 scores on vocabulary got by this student because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “its thick and attractive looking *fur* is also trademark” the vocab ‘fur’ is not appropriate to use in this utterance because fur is the skin of certain animals, so she should to change this vocab to be ‘for’ for making this utterance better.

2. “They will check odor, sound and object to determine whether they are edible or not” the vocab ‘they’ is not appropriate to use in this utterance because ‘they’ is refers to the something that edible, and ‘they’ is using for the plural noun, whereas this utterance talking about singular noun.

We can see in the script that she only used general vocab.

Then, she also got 3 scores on comprehension component because understand most of what she talks in slow speaking, he put general classification and description based on generic structure of factual report.

The last, she also got 3 scores in term of fluency because because the fluency is disturbed more by language problem, example: “the...the bear” “is a...dangerous” “aldog is...aldog” “so...al...is...also” “eee...bear have” “he...they have” “kar...special characteristic”.

To conclude, she got for 3, 3 the average scores and categorized “good”.

4.2.27 Data 27

The average scores of student 27 in performed a factual report about “Landslide (Phenomenon)” is 3,7 categorized “very good”. this score consist of 4 scored in pronunciation, 3,5 scored on grammar, 4 scored on vocabulary, 3,5 scored on fluency and 3,5 scored on comprehension. In her pronunciation easy to understand with certain accent.

She often makes mistakes in grammar and it influences the meaning, such as:

1. “landslide *are* known as ground movements” in this sentence the to be should be ‘is’ because the subject is singular.
2. “and many *other* landslide” we have to put ‘S’ on ‘other’ because he told ‘many’ it is mean more one landslide.
3. “there are several *factor* that cause landslide” we have to put ‘S’ on ‘factor’ because there is ‘several’ and its to be is ‘are’

On her vocabulary, she sometimes using vocabulary which is not appropriate, examples:

1. “there are several factor that cause landslide, namely high rainfall, soil erosion, steep sloping cliffs, vibration, deforest *forest*, and sloping agriculture without considering their effect.” The vocab ‘forest’ in this utterance is not appropriate because she is already put ‘deforest’, and she should just put the ‘deforest’, it already has an accurate meaning without ‘forest’.
2. “Trees that are cut down lose its function to strengthen the soil and roots that are able to *absord* water” the vocab ‘absord’ is not appropriate because does not have the meaning.

The fluency of this student is the fluency is disturbed more by language problem, such as: “eee...in Tasikmalaya” “hmmm...landslide or” “rock..soil” “aaa...there are” “eee...steep sloping” “mmm...the process” “and...sloping” “eee...efentulli”.

The last, her comprehension is understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

4.2.28 Data 28

Pronunciation component is the highest scores got by student 28 in performed a factual report about “Lion (animal)”, she got 4 scores because easy to understand with certain accent.

Then, she got the same score on each others component, the scores was 3. It means she got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, for examples :

1. “or the scientific name panther” we have to put the possessive pronoun ‘its’ for make this sentence clear and have to put to be ‘is’ after ‘name’.
2. “for mating and large hunting” we can make this sentence more clear and better be ‘for mating and to do a large hunting’,
3. “because the lion doesn’t have thick fur around the nape of her neck” she did not told who is the subject of this sentence, is it the male lion or female lion?, so we have to put the subject in this sentence to make this sentence clear.

In term of vocabulary, she also got 3 using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, examples:

1. “ Although hunting requires cooperation but the male lion doesn’t *play a role* in hunting” the vocab ‘play a role’ is not appropriate to use in this utterance

because play a role is illustrate, whereas this utterance talking about participate in a hunting. So this vocab will be appropriate to use in utterance that talking about drama.

2. “The male lion has *ticker* fur features around the nape of his neck”, the vocab ‘ticker’ is not appropriate to use in this utterance because ticker is timepiece, whereas this utterance talking about fur around the nape of lion. So this vocab will be appropriate to use in utterance that talking about clock.

We can see in the script that she only used general vocab.

She got 3 scores also in fluency because the fluency is disturbed more by language problem, such as: “is...a species” “falidae...family” “because...it eats” “eee...a lion” “be...cause” “mmm...they join” “male lions...don’t” “although...hunting” “hunt...during”.

The last, she also got 3 scores on comprehension component because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, she got 3,2 for the average scores and categorized “good”.

4.2.29 Data 29

Student 29 told a factual report about “Cow (animal)”. Based on the assessment of the components speaking, her result of pronunciation component got 3,5 scores because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Klasifit (classified) should be /'klæsɪfard/
2. Her-ded (herded) should be /hɜ:(r)d/
3. Foret (forage) should be /'fɔrɪdʒ/
4. Haiger (higher) should be /'haɪə(r)/
5. For (four) should be /fɔ:(r)/

3,5 scores on grammar component got by her, because often makes mistakes in grammar and it influences the meaning, examples:

1. “cow *are* classified as pet because only eat forage feed” ” in this sentence the to be should be ‘is’ because the subject is singular.
2. “*the habit of eating cows* also depends very much on their digestive system” in this sentence, the speaker want to told about behavior of cow when they eat, but the listener will get different meaning because of ‘the habit of eating cows’ does not have the same meaning with ‘behavior of cows when they ‘eat’.

She got 4 scores on vocabulary component because sometimes using vocabulary which is not appropriate, such as:

1. “the habit of *eating cows* also depends very much on their digestive system” the vocab ‘eating cows’ is not appropriate to use in this sentence because ‘eating cows’ is cows as food to be eaten, whereas this sentence talking about the habits of cows when eating. So this vocab not appropriate because have different meaning.

2. “cow olfactory distance *reaches* nine kilometers.” The vocab ‘reaches’ is not appropriate because reach is achieve something but usually not following by number. So this vocab could to change to ‘range’.
3. “cows can also hear sound frequencies *higher lower* than human.” The vocab ‘higher lower’ is not appropriate if using close together because its meaning is not accurate, she could erase the ‘higher’ and put only ‘lower’ for making this sentence better.
4. “this body is *failed* with fuzz”. The vocab ‘failed’ is not appropriate to use in this utterance because failed is falling short of success, whereas this utterance talking about cow’s body. So this vocal will be appropriate if using in utterance that talking about failure.

Then, she got 3 scores on fluency component because the fluency is disturbed more by language problem, example: “or...leaves” “mmm...cow are klasifit” “eee...on farm” “eee...in addition” “eee...cows communicate” “yus...using” “that...mmm...cows” “mmm...the special characteristic” “ot...or... ot...ot oder”.

The last, 4 scores on comprehension component got by her because understand almost all, although there is repetition in certain part, and she put general classification and description based on generic structure of factual report.

Finally, she got 3,6 for the average scores and categorized “very good”.

4.2.30 Data 30

In performed a factual report about “Penguin (animal)”, student 30 got 3 scores on each component. It means based on the assessment of the components speaking, her result of pronunciation component got 3 scored because there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, for instances:

1. Menten (maintain) should be /mem'tem/
2. Zuitebel (suitable) should be /'su:təb(ə)l/
3. Tehr (their) should be /ðeə(r)/
4. Ho-ur (hour) should be /'aʊə(r)/
5. Eiks (eggs) should be /egs/
6. Kefert (covered) should be /'kʌvə(r)d/

3 scores on grammar component also got by her because often makes mistakes in grammar and it influences the meaning, such as:

1. “penguin which *have* the latin name *spheniscidae* *are* classified as carnivorous animal” we have to change ‘have’ to be ‘has’ because ‘have’ is for the subject I, you, they, we, not for subject ‘it’, and to be of this utterance should be ‘is’ because the subject is singular.
2. “penguin can be maintain but *are* very difficult” in this sentence to be of this utterance should be ‘is’ also because the subject is singular.

Then, she also got 3 scores on vocabulary component because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, for instances:

1. “Penguins use their tails and wings to *maintain* balance when walking.” The vocab ‘maintain’ is not appropriate to use in this utterance because maintain is to keep in existence or continuance, whereas this utterance want to told about ‘create a balance’.
2. “The wings are rowers and are unable to fly on *land*” the vocab ‘land’ is not appropriate to use in this utterance because flying activities cannot be done on land but in the air. So she should change this vocab to be ‘air’.
3. “Penguins are able to swim at speed of six *to* twelve kilometers per hour” the vocab ‘to’ is not appropriate to use in this sentence because to is used for expressing motion or direction toward a point, whereas this utterance talking about achievement in number, so she should change this vocab to be ‘until’.

We can see in the script that she only used general vocab.

In term of fluency she also got 3 scores because the fluency is disturbed more by language problem, for instances: “sem...that is small” “but..but are” “mmm...because of” “and...living in water” “to...fly...on land” “been...and...have”peng...penguins inkubet” “while...eee...femel” “mmm...special characteristic” “eee...way of walking”.

Next, about comprehension she got 3 scores also because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

Finally, she got 3 for the average scores and categorized “good”.

4.2.31 Data 31

Student 31 got some different score with student 30, there are on pronunciation and grammar. He got 4 scores on pronunciation and 4 scores also on fluency. He got 4 scores on pronunciation because easy to understand with certain accent.

He got 4 scores on fluency because the fluency is disturbed by language, examples: “eee...and...many” “mmm...tsunami is” “eee...under water” “fe...start” “in...the form” “an...earthquake” “mmm...this energy”.

But in this perform He also got the same scores with student 30 , there are on grammar he got 3 scores, on vocabulary he got 3,5 scores, and on comprehension he got 3,5 scores. He got 3 scores on grammar because often makes mistakes in grammar and it influences the meaning, such as:

1. “tsunami *are* also known as seismic sea waves” to be of this sentence should be ‘is’ because subject is singular.
2. “tsunami often *occur* in Indonesia” we have to put ‘S’ on ‘occur’ because this is a present tense,

3. “many *other* tsunami” we have to put ‘S’ on ‘other’ because he told said ‘many’ so it means he told more one tsunami,
4. ‘tsunami *are* a type of natural disaster” to be of this sentence should be ‘is’ because subject is singular.

He got 3,5 scored because using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “The process of tsunami starts from vertical movement of the plates in the form of a fault. *This fracture* causes the seabed to rise or fall suddenly or in this phase it is call an earthquake” the vocab ‘this fracture’ is not appropriate to use in this sentence because in previous utterance he use vocab ‘fault’, the listener will confused about ‘this’ because he did not tell about ‘fracture’ in previous utterance, it means he should to use vocab ‘this fault’ for making the listener know that ‘this’ refers to previous ‘fault’.
2. “Usually earthquake occur in sub diction areas, because of this earthquake the balance of water above is *disurep* so that a flow of sea water energy occurs”, the vocab *disurep* not appropriate to use in this utterance because *disurep* is does not have a meaning.

We can see in the script that she only used general vocab.

The last, he got 3,5 scored on comprehension component because understand most of what he talks in slow speaking, he put general classification and description based on generic structure of factual report.

In the end, in performed a factual report about “Tsunami (phenomenon)”, he got 3,6 for the average scores and categorized “very good”.

4.2.32 Data 32

Fluency is the lowest component scores got by student 32, he got only 2 scores in this component because speech is frequently hesitant and jerky, examples :eee...the sain...the scientific name” “eat...plants” “eee...classified eee...as pets” “eee...some par...some parties” “permission...to keep” “to make...show” “mmm...elephant” “very...mmm soliebel...soliteb...solliebel animal” “a...herd...a herd” “komyu...communicate to...moun...to mm..maintain” “in...it the gentle” “upper...to the upper...trunk” “by...the like” “...newborns usually...usually” “eee...wearing ok...occurs” “mmm...elephant” “eee...wide ears” “he...elephant” “eee...probos...proboscis”.

But she got more high score on others component. 3,5 scores on pronunciation, 3 scores on grammar, 3 scores on vocabulary and 3 scores also on comprehension that got by him. On his pronunciation is there are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding, such as:

1. Elephen (elephant) should be /^lelɪfənt/
2. Solliebel (sociable) should be /^lsəʊfəb(ə)l/
3. Herd (heard) should be /hɜ:(r)d/
4. Okkurs (occurs) should be /ə^lkɜ:(r)/

He got 3 scores on grammar because because often makes mistakes in grammar and it influences the meaning, for instnces:

1. “elephant *are* not classified as pet” to be of this sentence should be ‘is’ because the subject is singular.
2. “elephant *are* very sociable animal” the mistake of this utterance is same like previous mistake, that is to be of this sentence should be ‘is’ because the subject is singular.
3. “three until twenty three elephant” we have to put ‘S’ on elephant because he told more one elephant it is means plural noun.

On vocabulary component he using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “A typical *from* of communication *in it* the gentle vibration to the upper trunk that are heard by the like.” The vocab ‘from’ is not appropriate to use in this sentence because from is used to indicate source or origin, and must in this sentence do not use this vocab, it change the meaning of this sentence. He should eliminate this vocab to make this sentence be better. The vocab of ‘in it’ is also not appropriate to use in this sentence because did not know ‘it’ what refers to. He should change this vocab to be ‘is’ for make this sentence more better.
2. “the calf is given mother’s milk , *wearing* occurs around the age of three years.” The vocab ‘wearing’ is not appropriate to use in this sentence because he did not tell what to wear. He only told about the calf is given mother’s

milk, the vocab 'wearing' is refers to this statement. It means he should change this vocab to be 'this giving'.

We can see in the script that he only used general vocab.

On her comprehension component, understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

To conclude, he got 2,8 for the average scores in performed a factual report about "Elephant (animal)" and categorized "good".

4.2.33 Data 33

The same scores component on pronunciation, grammar, and vocabulary got by student 33. She got 4 scores on each these components. She performed a factual report about "Fly (animal)" and got 4 scores on pronunciation because easy to understand with certain accent.

Next, she also got 4 scores on grammar component because sometimes mistake in grammar, but it does not influence the meaning, examples:

1. "take a nap under leaves of shed of shady trees" we can eliminate 'of shed' to make this sentence better, but if we do not eliminate it, it does not influence the meaning.
2. "and start flying here and there" we can change 'here and there' to be 'anywhere' to make this sentence better, but if we do not change it, it does not influence the meaning.

The same score on vocabulary, she got 4 scores because sometimes using vocabulary which is not appropriate, such as:

1. “flies have a latin name, that is *this* Diptera” the vocab ‘this’ is not appropriate to use in this utterance because did not know what refers to. So she should to eliminate this vocab to make this utterance be better.
2. “Flies are *detrivator* animals because they are decomposers that eat food scraps” the vocab ‘detrivator’ is not appropriate to use in this sentence because does not have a meaning.
3. “when the weather is warm, flies will get out of their place and *fly activity*” the vocab ‘fly activity’ is not appropriate to use in this utterance because does not have an accurate meaning, she should put ‘do’ between this vocab for making this utterance have an accurate meaning.

But, she got 3 scores on fluency because the fluency is disturbed more by language problem, example: “fly...flies” “distrifator...distitifor” “eee...they are” “izil...iz...izili...found” “eee...take” “shed..of shady” “eee...when” “the...that” “mmm...when when” “eee...place” “adult...adult”.

The last, she got 3,5 scores on comprehension because understand most of what she talks in slow speaking, she put general classification and description based on generic structure of factual report.

In the end, she got 3,7 for the average scores and categorized “very good”.

4.2.34 Data 34

The average scores of student 34 in performed a factual report about “Eagle (animal)” is 3,7 categorized “very good”. This score consist of 4 scored in pronunciation, 3 scored on grammar, 3,5 scored on vocabulary, 4 scored on fluency and 4 scored on comprehension. Her pronunciation is easy to understand with certain accent.

She often makes mistakes in grammar and it influences the meaning, such as:

1. “The latin name of eagle is Falconidae SP, classified as a carnivorous animal because of meat *eaters*” we have to eliminate ‘S’ on ‘eaters’ because he told about singular subject.
2. “the eagle has a long but toothless beak” we have to put ‘beak’ after ‘long’ because this sentence not clear without ‘beak’ after ‘long’, listener did not know what long that is speaker told about?, the listener will confuse to find the meaning and then we have to eliminate the ‘beak’ that in the end of sentence.

She using vocabulary which is not appropriate, speech becomes limited because the vocabulary is limited, such as:

1. “But eagles are more often look for food in the waters because one of the *staples* is fish” the vocab ‘staples’ is not appropriate to use in this utterance because staples is like raw material, whereas this utterance talking about eagles’ food. So she should to change this vocab be ‘eagles’ food’.

2. “if there is an opportunity it will dive sharply without making a *single sound*” the vocab ‘single sound’ is not appropriate to use in this sentence because single sound is does not have an accurate meaning, she should eliminate ‘single’ and put only ‘sound’ to make this sentence be better.
3. “The eagle will glide ashore then *lightning* will strike.” The vocab ‘lightning’ is not appropriate to use in this utterance because lightning is a brilliant electric spark discharge in the atmosphere, whereas this utterance talking about the eagle catch the enemy. So this vocab will be appropriate if using in sentence that talking about thunderstorm.

We can see in the script that she only used general vocab.

The fluency of this student is the fluency is disturbed by language, example: “...how to hunt” “...the eagle...” “...the eagle” “that...that” “...the beak...” “...so it”.

The last, her comprehension is understand almost all, although there is repetition in certain part, she put general classification and description based on generic structure of factual report.

4.3 Data Interpretation

The speaking test was conducted on Monday until Friday, May 18th – 22nd 2020. In the speaking test, students told some facts about their title based on general structure of factual report.

To get the result of the test, the researcher calculated based on scoring rubric. It could be seen bellow:

Table 4.1 Students' Speaking Ability Scores

No	Students	SA/Mean of Rater 1	SA/Mean of Rater 2	Total	SA/Mean	Category
1	Student 1	3,4	3,4	6,8	3,4	Very good
2	Student 2	3,2	3	6,2	3,1	Good
3	Student 3	2,6	2,6	5,2	2,6	Good
4	Student 4	3,4	3,4	6,8	3,4	Very good
5	Student 5	3,2	3,2	6,4	3,2	Good
6	Student 6	2,8	3,2	6	3	Good
7	Student 7	3,6	3,2	6,8	3,4	Very good
8	Student 8	3,4	3,6	7	3,5	Very good
9	Student 9	3,4	3	6,4	3,2	Good
10	Student 10	3	3	6	3	Good
11	Student 11	4	3,8	7,8	3,9	Very good
12	Student 12	3,2	3,2	6,2	3,2	Good
13	Student 13	3,2	2,8	6	3	Good
14	Student 14	3	3	6	3	Good
15	Student 15	3	3	6	3	Good
16	Student 16	3,6	3,4	7	3,5	Very good
17	Student 17	3,2	3,4	6,6	3,3	Good
18	Student 18	2,8	3	5,8	2,9	Good
19	Student 19	2,6	2,8	5,4	2,7	Good
20	Student 20	3,4	3,4	6,8	3,4	Very good
21	Student 21	3,4	3,2	6,6	3,3	Good
22	Student 22	3	3,4	6,4	3,2	Good
23	Student 23	3,2	3,4	6,6	3,3	Good
24	Student 24	2,4	2,4	4,8	2,4	Poor
25	Student 25	3,2	3,4	6,6	3,3	Good
26	Student 26	3,4	3,2	6,6	3,3	Good
27	Student 27	4	3,4	7,4	3,7	Very good
28	Student 28	3,2	3,2	6,4	3,2	Good
29	Student 29	3,6	3,6	7,2	3,6	Very good
30	Student 30	3	3	6	3	Good
31	Student 31	3,8	3,4	7,2	3,6	Very good
32	Student 32	3	2,8	5,8	2,9	Good
33	Student 33	3,6	3,8	7,4	3,7	Very good
34	Student 34	3,6	3,8	7,4	3,7	Very good
Total		110,4	109,4	-	109,9	-
Mean		3,24	3,21	-	3,23	-

Based on table 4.1 above, it can be shown that there is students' speaking ability of 34 students. The total scores by rater 1 is 110,4 and the average is 3,24, then the total scores by rater 2 is 109,4 and the average is 3,21. The total mean of scores by rater 1 and rater 2 is 109,9, and the average is 3,23.

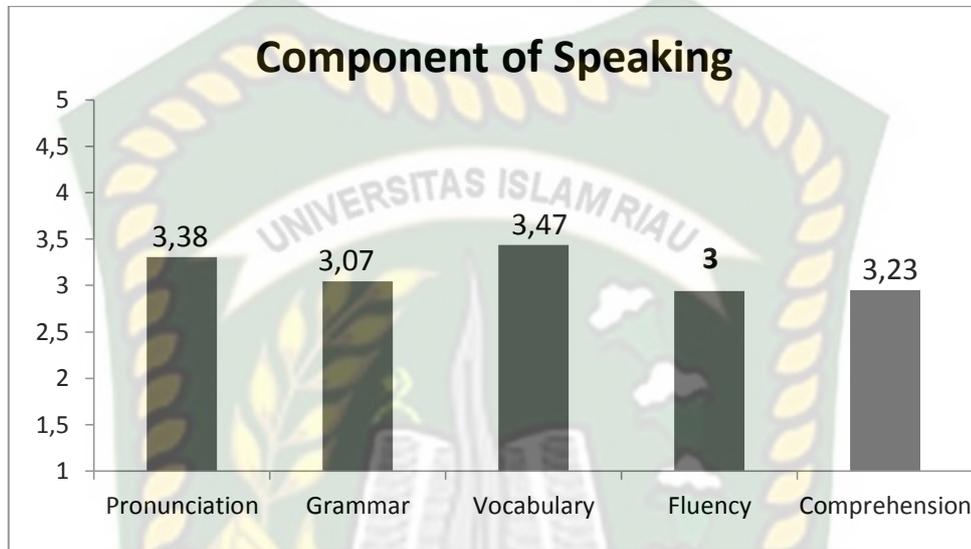
Table 4.2 Number of Students' Score in Speaking of Factual Report

No	Category	Score	Number of Students
1	Excellent	4.2 - 5.0	0
2	Very Good	3.4 - 4.1	12
3	Good	2.6 - 3.3	21
4	Poor	1.8 - 2.5	1
5	Very Poor	1.0 - 1.7	0
Total			34

Based on table 4.2 above, it can be shown none of students got score of 4.2 – 5.0, 12 students got score 3.4 – 4.1 categorized **Very good**, 21 students got score 2.6 -3.3 categorized **good**, 1 student got score 1.8 – 2.5 categorized **poor**, and none of students got score 1.0 – 1.7. Finally, we can conclude that most of students got good categories in performing factual report.

The students' speaking ability of factual report based on five components of speaking can be seen in this following graphic:

Figure 4.1 Students' Speaking Ability of Factual Report for Each Component



The first component in speaking can be seen that the students' ability in **Pronunciation** with average score is **3,38**. In this research, the researcher found there are some students had difficulty to pronounce some words or vocabs, especially on words that are rarely found and the word that consist of several syllable. Some of their problem in pronunciation made listener should more concentration and sometimes there is misunderstanding, but it was only some of students. The conclusion is overall students were good on pronunciation because most of them know how to pronounce the correct pronunciation and we could clearly hear their pronunciation even though they still made several problems.

The second component in speaking can be seen that the students' ability in **Grammar** average score is **3,07** it smallest average than pronunciation. In this research, the researcher found that the students also have difficulties in grammar.

Some of students did not know how to used the correct to be, they sometimes used to be 'is' for the plural subject, otherwise they used to be 'are' for the singular subject. Furthermore, some of students sometimes also did not know when the 'S' have to put in the noun. In other word, they want to told about singular noun but they also put 'S' on that noun, otherwise when they want to told about plural noun but they did not put 'S' on that noun. Other mistake is some of students sometimes made the sentence that had abstract meaning then must to re-arrange for make it better and have clear meaning. But it only some of students it means not all of them made mistakes like this. The conclusion is overall students were good on grammar because most of them knew how to arrange the word until be a sentence and listener could understand their sentence or what they talked about even though they sometimes made mistakes on grammar.

The third component in speaking can be seen that the students' ability in **Vocabulary** with the highest average is **3,47**. In this research, even this component score is the higher but the researcher found that the students also have the difficulties in choosing vocab. Sometimes some of students used not appropriate vocab, it made the meaning of sentence not related with context and they must change that vocab to made it better and have the meaning that relate with context. Moreover, the speech becomes limited because the vocabulary is limited. But it only some of students, it means not all of them made mistakes like this. The conclusion is overall students were very good on vocabulary because most of them knew to choosing appropriate vocab and made the sentence relate with context.

The fourth component in speaking can be seen that the students' ability in **Fluency** with lowest score than others component which is the average score on fluency is **3**. Several of students have the difficulties on fluency because sometimes they made paused and repeated the same words even repeated the same sentence. Sometimes they also hesitant and jerky when to speak and the sentence be uncompleted. But even though score of this component is the lowest score, it does not mean their ability in fluency is poor, because not all of students made mistakes like this. The conclusion is overall students' ability on fluency were still good because most of them did a fluent speech even though there are several paused.

The last component in speaking can be seen that the students' ability in **Comprehension** average score is **3,23**. In this component, the researcher found there is some part of students' speech that difficult to understand; understand most of what they talked in slow speaking and sometimes understand almost all, although there is repetition in certain part. But it is only some of students, not all of them. The conclusion is overall students' ability on comprehension were still good because most of students' speech can understood by listeners and put general classification and description based on generic structure of factual report.

To conclude, the second grade students' speaking ability in performing factual report is 3,2. It means the second grade students' speaking ability is "good".

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research focused on students' speaking ability. The location of this research was at SMAN 1 Pangkalan Kerinci. The researcher took 34 students as the sample. Based on the data analysis, some conclusion can be described as follows; according to the component of speaking ability, students pronunciation score is 3,38 because of overall students were good on pronunciation because most of them know how to pronounce the correct pronunciation and we could clearly hear their pronunciation even though they still made several problems.

Students grammar score is 3,07 because of overall students were good on grammar because most of them knew how to arrange the word until be a sentence and listener could understand their sentence or what they talked about even though they sometimes made mistakes on grammar.

Then, students vocabulary score is 3,47 because of overall students were very good on vocabulary because most of them knew to choosing appropriate vocab and made the sentence relate with context.

Next, students fluency score is 3 because of overall students' ability on fluency were still good because most of them did a fluent speech even though there are several paused.

The last, students comprehension score is 3,23 because of overall students' ability on comprehension were still good because most of students' speech can understood by listeners and put general classification and description based on generic structure of factual report, and the average of all component is 3,23 categorized good.

From the explanation above, the researcher concludes that the students' speaking ability in factual report at second grade students of SMAN 1 Pangkalan Kerinci is **good**. it means students' speaking ability in factual report was good.

5.2 Suggestions

Based on the conclusion above, the researcher would like to give suggestion for English teacher, students, and the next researcher.

1. For the English teacher:
 - a. Teacher must pay more attention to the teaching and learning process at school.
 - b. The teacher must prioritize teaching on speaking skill, because more often they speaking, it will make they won't be nervous.
 - c. The teacher must create an interesting and different the teaching and learning process so that student do not feel bored in the future.
2. For the students:
 - a. Add more time to learn especially in English speaking skill and more practice even though not at the school.

b. Add more attention when teacher teach at the class.

3. For the next researcher:

a. Researcher expects that this thesis can be used as a reference and guide for the next researcher who are researching about speaking ability.



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APPENDICES

Dokumen ini adalah Arsip Miilik :

Perpustakaan Universitas Islam Riau

Appendix 1

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas/Semester : XI/2

Kompetensi Inti : UNIVERSITAS ISLAM RIAU

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyu	Teks ilmiah faktual	Mengamati • Siswa menyimak	Kriteria penilaian:	4 x 2 JP	• CD/ Audi

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p><i>(factual report)</i> lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah <p>mengenalai benda, binatang dan gejala/peristiwa alam</p> <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasi 	<p>berbagai contoh/ film ilmiah pendek yang disediakan</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan</p>	<ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>		<p>o/ VCD</p> <ul style="list-style-type: none"> • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailynghish.com - http://americanenglish.state.gov/files/eresources - http://learning.british

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatukan dan menanyakan tentang teks</p>	<p>fiksi Umum tentang binatang/ benda yang ditulis, e.g.</p> <p>Slowloris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <p>- Penggambaran mengenai bagian,</p>	<p>berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin 	<p>balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		<p>hcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual</i>)</p>	<p>sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda / gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda / binatang 	<p>teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacaknya di kelas</p> <ul style="list-style-type: none"> • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p><i>report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>ang/ gejala alam yang diamati</p> <ul style="list-style-type: none"> - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 				

Appendix 2

Students' Speaking Ability According to the Rater 1

Students' Speaking Ability Score

No	Students	P	G	V	F	C	Total	SA/Mean
1	Student 1	3	3	4	4	3	17	3,4
2	Student 2	3	3	4	3	3	16	3,2
3	Student 3	2	3	3	2	3	13	2,6
4	Student 4	3	3	4	3	4	17	3,4
5	Student 5	3	3	3	3	4	16	3,2
6	Student 6	3	2	3	3	3	14	2,8
7	Student 7	4	3	4	3	4	18	3,6
8	Student 8	4	4	3	3	3	17	3,4
9	Student 9	4	3	4	3	3	17	3,4
10	Student 10	3	3	3	3	3	15	3
11	Student 11	4	4	4	4	4	20	4
12	Student 12	4	3	4	2	3	16	3,2
13	Student 13	4	3	4	3	3	17	3,4
14	Student 14	3	3	3	3	3	15	3
15	Student 15	3	3	3	3	3	15	3
16	Student 16	3	4	4	3	4	18	3,6
17	Student 17	4	2	3	4	3	16	3,2
18	Student 18	3	2	3	3	3	14	2,8
19	Student 19	2	3	3	2	3	13	2,6
20	Student 20	3	4	4	3	3	17	3,4
21	Student 21	4	4	4	2	3	17	3,4
22	Student 22	3	3	3	3	3	15	3
23	Student 23	4	2	3	4	3	16	3,2
24	Student 24	2	3	3	2	3	13	2,6
25	Student 25	3	3	4	3	3	16	3,2
26	Student 26	4	3	4	3	3	17	3,4
27	Student 27	4	4	4	4	4	20	4
28	Student 28	4	3	3	3	3	16	3,2
29	Student 29	3	4	4	3	4	18	3,6
30	Student 30	3	3	3	3	3	15	3
31	Student 31	4	3	4	4	4	19	3,8
32	Student 32	4	3	3	2	3	15	3
33	Student 33	4	4	4	3	3	18	3,6
34	Student 34	4	3	3	4	4	18	3,6
Total		115	106	119	103	111	-	-
Mean		3,38	3,12	3,5	3,03	3,26	-	-

Appendix 3

Students' Speaking Ability According to the Rater 2

Students' Speaking Ability Score

No	Students	P	G	V	F	C	Total	SA/Mean
1	Student 1	3	3	4	4	3	17	3,4
2	Student 2	3	3	3	3	3	15	3
3	Student 3	2	3	3	2	3	13	2,6
4	Student 4	3	3	4	3	4	17	3,4
5	Student 5	3	3	3	3	4	16	3,2
6	Student 6	3	2	4	4	3	16	3,2
7	Student 7	4	2	4	3	3	16	3,2
8	Student 8	4	4	4	3	3	18	3,6
9	Student 9	3	3	3	3	3	15	3
10	Student 10	3	3	3	3	3	15	3
11	Student 11	4	4	4	4	3	19	3,8
12	Student 12	4	3	4	2	3	16	3,2
13	Student 13	3	3	3	3	3	15	3
14	Student 14	3	3	3	3	3	15	3
15	Student 15	3	3	3	3	3	15	3
16	Student 16	3	4	3	3	4	17	3,4
17	Student 17	4	3	3	4	3	17	3,4
18	Student 18	3	3	3	3	3	15	3
19	Student 19	2	3	4	2	3	14	2,8
20	Student 20	3	3	4	4	3	17	3,4
21	Student 21	4	4	3	2	3	16	3,2
22	Student 22	4	3	3	3	4	17	3,4
23	Student 23	4	2	4	4	3	17	3,4
24	Student 24	2	3	3	2	3	13	2,6
25	Student 25	4	3	4	3	3	17	3,4
26	Student 26	4	3	3	3	3	16	3,2
27	Student 27	4	3	4	3	3	17	3,4
28	Student 28	4	3	3	3	3	16	3,2
29	Student 29	4	3	4	3	4	18	3,6
30	Student 30	3	3	3	3	3	15	3
31	Student 31	4	3	3	4	3	17	3,4
32	Student 32	3	3	3	2	3	14	2,8
33	Student 33	4	4	4	3	4	19	3,8
34	Student 34	4	3	4	4	4	19	3,8
Total		115	103	117	101	109	-	-
Mean		3,38	3,03	3,44	2,97	3,21	-	-

Appendix 4

Recapitulation of Students' Speaking Ability According to Rater 1 and Rater 2

Recapitulation of Students' Speaking Ability

No	Component	Mean of Rater 1	Mean of Rater 2	Total	Mean
1	Pronunciation	3,38	3,38	6,76	3,38
2	Grammar	3,12	3,03	6,15	3,07
3	Vocabulary	3,5	3,44	6,94	3,47
4	Fluency	3,03	2,97	6	3
5	Comprehension	3,26	3,21	6,47	3,23



Appendix 5

Recapitulation of Students' Speaking Ability According to Rater 1 and Rater 2 for each component

No	Students	P	G	V	F	C	Total	SA/Mean
1	Student 1	3	3	4	4	3	17	3,4
2	Student 2	3	3	3,5	3	3	15,5	3,1
3	Student 3	2	3	3	2	3	13	2,6
4	Student 4	3	3	4	3	4	17	3,4
5	Student 5	3	3	3	3	4	16	3,2
6	Student 6	3	2	3,5	3,5	3	15	3,2
7	Student 7	4	2,5	4	3	3,5	17	3,4
8	Student 8	4	4	3,5	3	3	17,5	3,5
9	Student 9	3,5	3	3,5	3	3	16	3,2
10	Student 10	3	3	3	3	3	15	3
11	Student 11	4	4	4	4	3,5	19,5	3,9
12	Student 12	4	3	4	2	3	16	3,2
13	Student 13	3,5	3	3,5	3	3	16	3,2
14	Student 14	3	3	3	3	3	15	3
15	Student 15	3	3	3	3	3	15	3
16	Student 16	3	4	3,5	3	4	17,5	3,5
17	Student 17	4	2,5	3	4	3	16,5	3,3
18	Student 18	3	2,5	3	3	3	14,5	2,7
19	Student 19	2	3	3,5	2	3	13,5	2,7
20	Student 20	3	3,5	4	3,5	3	16,5	3,4
21	Student 21	4	4	3,5	2	3	16,5	3,3
22	Student 22	3,5	3	3	3	3,5	16	3,2
23	Student 23	4	2	3,5	4	3	16,5	3,3
24	Student 24	2	3	3	2	3	13	2,6
25	Student 25	3,5	3	4	3	3	16,5	3,3
26	Student 26	4	3	3,5	3	3	16,5	3,3
27	Student 27	4	3,5	4	3,5	3,5	18,5	3,7
28	Student 28	4	3	3	3	3	16	3,2
29	Student 29	3,5	3,5	4	3	4	18	3,6
30	Student 30	3	3	3	3	3	15	3
31	Student 31	4	3	3,5	4	3,5	18	3,6
32	Student 32	3,5	3	3	2	3	14,5	2,8
33	Student 33	4	4	4	3	3,5	18,5	3,7
34	Student 34	4	3	3,5	4	4	18,5	3,7
Total							-	-
Mean							-	-

Appendix 6

The formula calculation of the students' speaking ability is as follow:

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

$$SA = \frac{3,38 + 3,07 + 3,47 + 3 + 3,23}{5}$$

$$SA = \frac{16,15}{5}$$

$$SA = 3,23$$



Appendix 7

SPEAKING TEST

A. Question Identity:

Name of School: SMAN 1 Pangkalan Kerinci

Date/Days : 18 May 2020/Monday

Subject : English (Factual Report)

School Year : 2019/2020

B. Instructions:

1. Read the topics bellow!
2. Choose one topic and choose the title by yourself!
3. Find the facts about your title!
4. Do your performance in 3 minutes!
5. Do your best in speaking test!

C. Topics

1. Animals

- General Classification:

- a. Another name
- b. Is classified as carnivores, omnivores or herbivores?
- c. Is common animal which keep as pet or not? why?

- Description:

- a. Habits or behaviors (at least 3 sentences)
- b. Body shape

c. Special characteristic

2. Plants

- General classification:

a. Another name

b. Is it classified as an ornamental plant or not? Why?

c. History

- Description

a. Shape of plants (at least 3 sentences)

b. Benefit

c. Special Characteristic

3. Phenomenon

- General Classification:

a. Another name or known as....

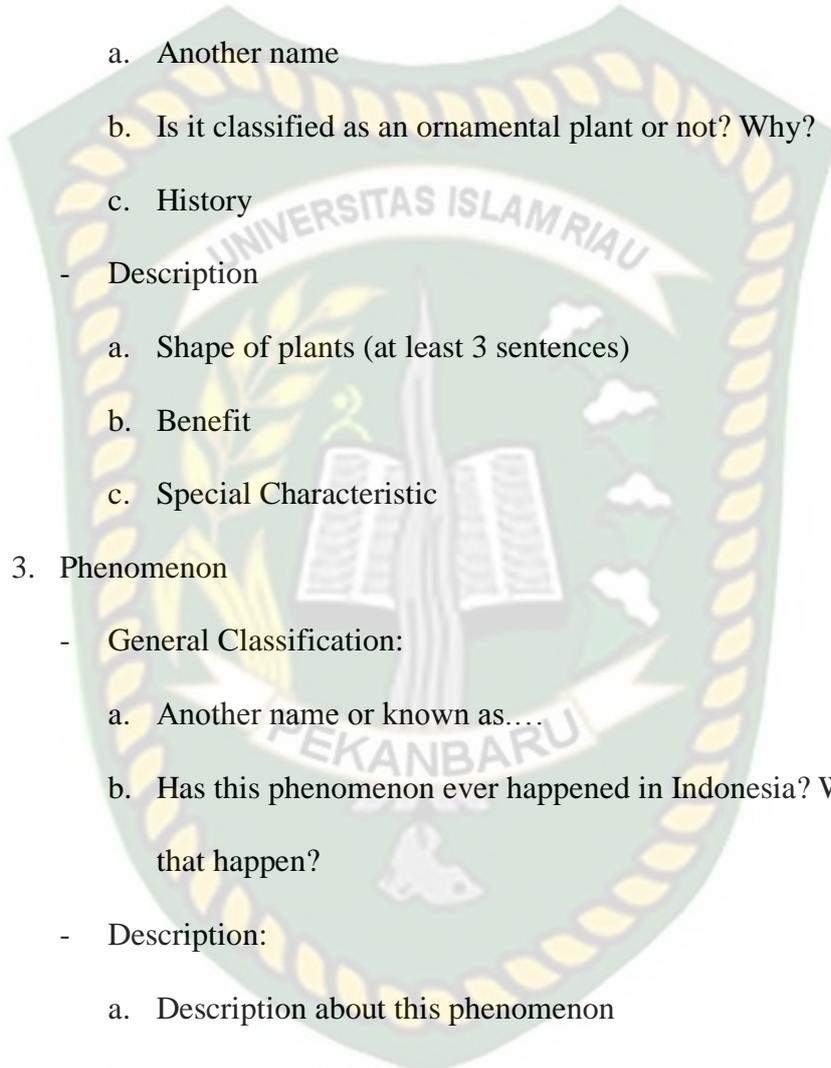
b. Has this phenomenon ever happened in Indonesia? When did that happen?

- Description:

a. Description about this phenomenon

b. The cause of phenomenon

c. The process of phenomenon



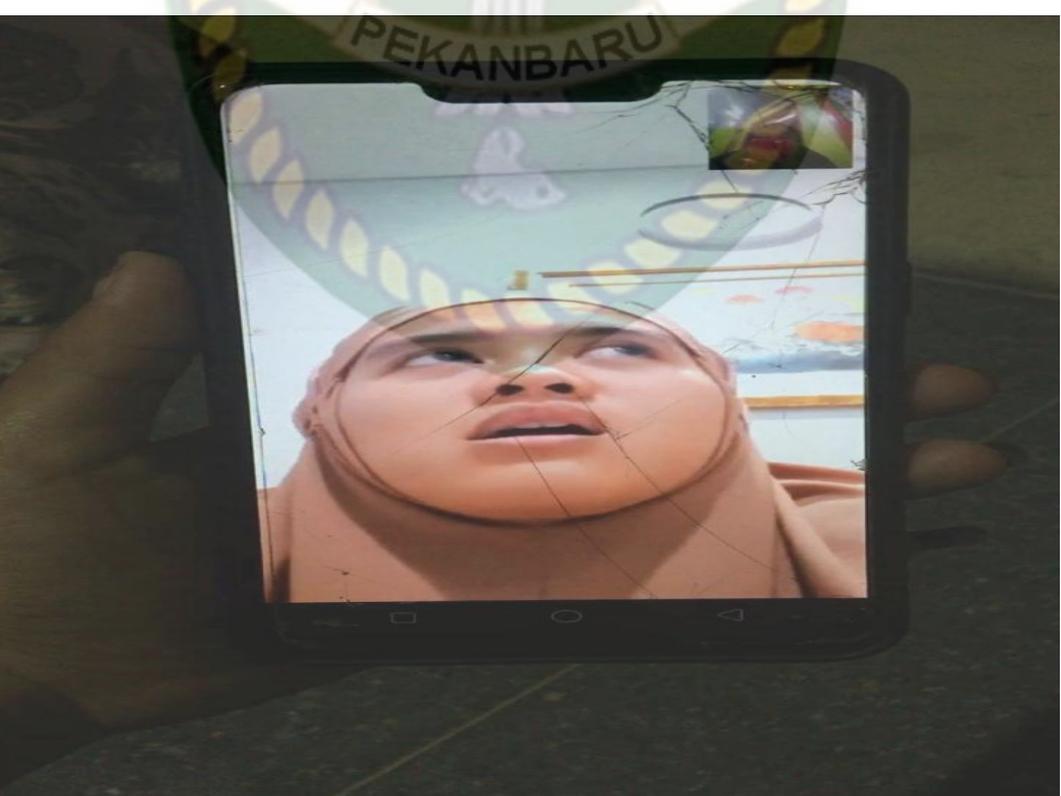
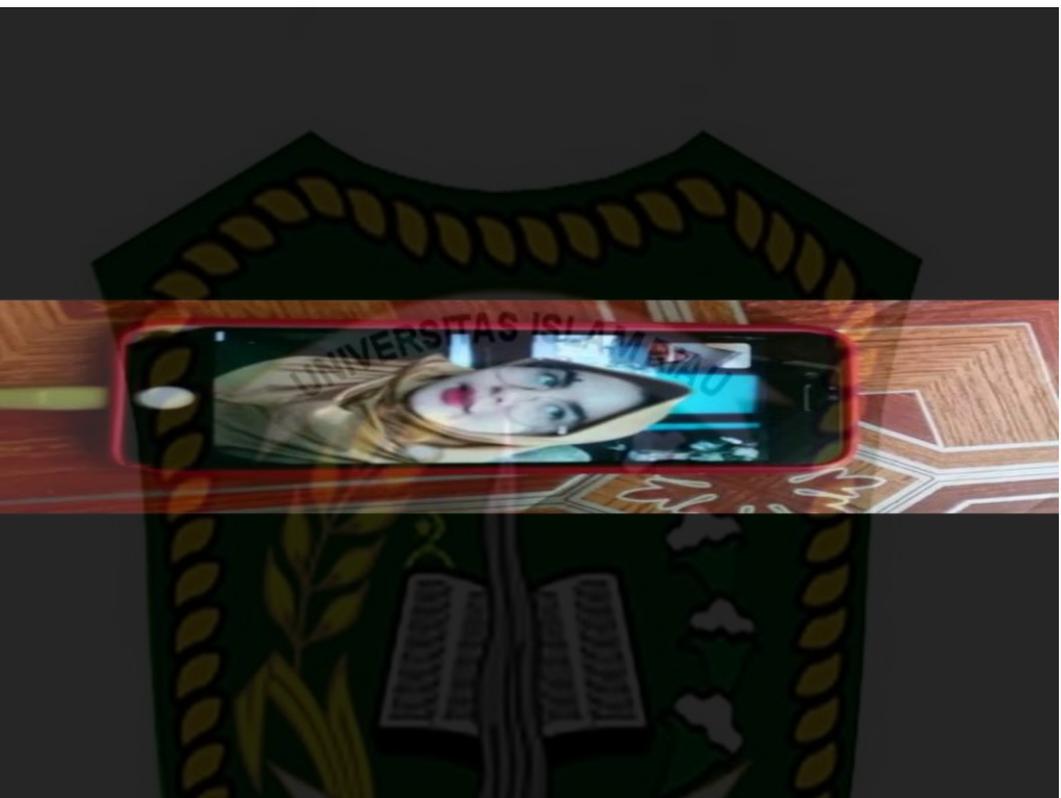
Appendix 8

DOCUMENTATION



Dokumen ini adalah Arsip Miilik :

Perpustakaan Universitas Islam Riau



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.07

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Kaharudin Nasution No. 113 F, Marpoyan Pekanbaru Riau Indonesia - Kode Pos: 28281
Telp. +62 781 674674 Fax. +62 781 674824 Website: www.uir.ac.id Email: info@uir.ac.id

FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama : Mira Bahar
NPM : 16210659
Tempat/Tgl. Lahir : Kemang / 05 Januari 1998
Alamat : Jl. Bar Kuning
No. Telp./HP : 08300715905

Bermaksud mengajukan judul skripsi sebagai berikut:

Judul I : An Analysis of Students' Speaking Ability
in the Classroom of the Public of Speaking Ability
Judul II : Non-Factual Report on the Second grade
Students of SIM 1 Pekanbaru Kerinci

Judul III : _____

Judul IV : _____

Usulan Pembimbing (Ditentukan oleh Ketua Program Studi)

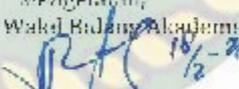
Pembimbing : Andi Idyaning, S.Pd., M.Pd

Menyetujui,
Ketua Program Studi Pendidikan Bahasa Inggris


Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005060201

Pekanbaru, 10/10/2019
Mahasiswa yang mengajukan,


Mira Bahar
NPM.

Mengalahi,
Wakil Bidang Akademik

Dr. Sri Amnah, M.Si
NIDN. 0007107005

Catatan apabila judul belum disetujui:

Pertimbangan Utama Ke. Prodi dalam menetapkan Pembimbing.

1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkutan
2. Kepakaran Dosen sesuai Rumpun Ilmu
3. Pemerataan Distribusi Pembimbing

UNIVERSITAS ISLAM RIAU
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Form 2

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	: Mita Bahar
NIM	: 16 631 0659
Hari Tanggal Seminar	: Kamis/ 30 Januari 2020
Pembimbing Utama	: Andi Idayani, S.Pd., M.Pd.

Judul Proposal Penelitian

An Analysis Students' Speaking Ability of Factual Report at Second Grade Students of SMAN 1 Pangkajene Kerinci.

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	: Ditetujui/Direvisi/ dirubah judul baru
An Analysis on Students' Speaking Ability in Factual Report at Second grade Students of SMAN 1 Pangkajene Kerinci.	
2. Identifikasi Masalah	: Jelas/ Kurang Jelas/ Lupa
3. Perumusan Masalah	: Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	: Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	: Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	: Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Desain Penelitian	: Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	: Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	: Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	: Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	: Belum/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemraasaran Seminar Proposal

Dosen Pemraasaran	Jabatan Dalam Seminar	Tanda Tangan
Andi Idayani, S.Pd., M.Pd.	Pembimbing Utama	
Dra. Betty Saifun, M.Ed.	Anggota	
Marhamah, S.Pd., M.Ed.	Anggota	

Kerna Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
 NPK. 091102367
 NIDN. 1005068201
 Penata / III C/ Lektor



Pekanbaru, 2020
 Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si
 NPK. 1976 10071 998 0320
 NIDN. 0007 107 005
 Sertifikat Pendidik : 13110100601131
 Penara. IIIc / Lektor

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 301 /FKIP-UIR/Kpts/2020

**Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulis Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU**

- Menimbang** : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 252/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Juri Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kej/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal 31 Maret 2016.

MEMUTUSKAN

- Menetapkan** : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Andi Idayani, S.Pd., M.Pd.	Lektor - Penata/ III/c	Pembimbing Utama

Nama Mahasiswa	Mita Bahar
NPM	166310659
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	An Analysis On Students' Speaking Ability in Factnal Report at Second Grade Students of SMAN 1 Pungkelan Kerinci.

- Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
- Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan awal dan saran seminar proposal
- Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
- Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya

- Kutipan** : Disimpulkan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 26 Februari 2020
Dekan,

Drs. Alzaber, M.Si.
NID. 195812041986101001

- Terbaca dan disampaikan kepada :
- Yth. Rektor UIR Pekanbaru
 - Yth. Kepala Bina Kerjasama UIR Pekanbaru
 - Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
 - Pertinggal.



UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@iur.ac.id Website: www.iur.ac.id

Pekanbaru, 26 Februari 2020

Nomor : *700* /U-UIR/27-IPKIP/2020
Hal : *1* /izin riset

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

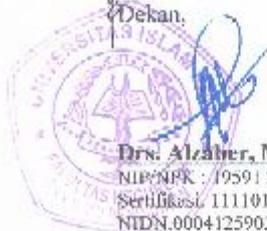
Nama : Mitu Buhar
Nomor Pokok Mhs : 166310659
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul "An Analysis On Students' Speaking Ability in Factual Report at Second Grade Students of SMAN 1 Pangkalan Kerinci".

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan.



Dr. Alzaher, M.Si
NIP/NPK : 195912041989101001
Sertifikasi: 11110100600810
NIDN.0004125903



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Meraua Lantai I dan II Kom. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Tep. (0761) 36034 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/3161A
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riase dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 790/E-UIR/27-FKIP/2020 Tanggal 26 Februari 2020, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : MITA BAHAR |
| 2. NIM / IKIP | : 106310659 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : AN ANALYSIS ON STUDENTS' READING ABILITY IN FACTUAL REPORT AT SECOND GRADE STUDENTS OF SMAN 1 PANGKALAN KERINCI |
| 7. Lokasi Penelitian | : SMAN 1 PANGKALAN KERINCIJALAN MAHARAJA INDRA, PANGKALAN KERINCI, KABUPATEN PELALAWAN |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini bertanggung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini ditandatangani.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Dengan rekomendasi ini dibesut untuk dipergunakan sepenuhnya.

Dibuat di Pekanbaru
 Pada Tanggal 3 Maret 2020



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Keabangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 PANGKALAN KERINCI
Alamat : Jl. Maharaja Indra Pangkalan Kerinci, Kabupaten Pelalawan, Kode Pos : 28312
E-mail: sman1pkkerinci@yahooinc.com Telp./Fax : (0761) 95127
NSS : 301090103018 NPSN : 10402730
Akreditasi: A



SURAT KETERANGAN

Nomor : 800/sman.1/LX/2020/211

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Pangkalan Kerinci Kecamatan Pangkalan Kerinci Kabupaten Pelalawan, Propinsi Riau dengan ini menerangkan bahwa:

Nama : MITA BAHAR
Nomor Mahasiswa : 166310659
Fakultas/Jurusan : PENDIDIKAN BAHASA INGGRIS
Alamat : PEKANBARU

Nama tersebut diatas benar telah melakukan Penelitian atau kegiatan Riset Pengambilan Data untuk Bahan Sripal dengan judul Penelitian : *"AN ANALYSIS ON STUDENTS' SPEAKING ABILITY IN FACTUAL REPORT AT SECOND GRADE STUDENTS OF SMAN 1 PANGKALAN KERINCI.*

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pangkalan Kerinci, 21 September 2020
Kepala Sekolah



Syahrial, M.Pd

NIP. 197106262000121001



UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريفية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 20204
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BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 24 bulan September Tahun 2020 Nomor : 1419 /Kpts/2020, maka pada hari Kamis Tanggal 24 bulan September tahun 2020 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|------------------------|--|
| 1. Nama | : Mita Hahar |
| 2. Nomor Pokok Mhs | : 16 631 0659 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : An Analysis of Students' Speaking Ability in Factual Report at Second Grade Students of SMAN 1 Pangkalan Kerinci |
| 5. Tanggal Ujian | : 24 September 2020 |
| 6. Tempat Ujian | : Ruang Sidang FKIP – UTR |
| 7. Nilai Ujian Skripsi | : 89,86 (A) |
| 8. Prediktor Kelulusan | : <u>89,86 (A)</u> |

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

(Andi Idayani, S.Pd., M.Pd.)

Dosen Penguji:

1. Andi Ikhayni, S.Pd., M.Pd.
2. Dra. Betty Sulan, M.Ed.
3. Morhamah, S.Pd., M.Pd.

Pekanbaru, 24 September 2020

Dekan



Dr. Hj. Sri Ammah, S.Pd., M.Si.

NIP. 1970 010 1998 032002

NIDN. 0007107005

Sertifikasi 13110100601134

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : MITA BAJAR
 Tempat/Tgl.Lahir : KEMANG / 05 Maret 1990
 NPM : 106310659
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Sarjana (S1)

KODE MK	MATA KULIAH	NO. AT	AM	R	KM
BS1001	Bahasa Indonesia / Indonesian Language	B-	2,07	2	3,31
BS1002	BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR	B+	3,33	3	9,95
BS1004	BASIC READING / BASIC READING	B+	4,33	3	11,97
BS1005	INTERPRETIVE LISTENING / INTERPRETIVE LISTENING	A	3,57	3	11,00
BS1200	LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION	A	4	2	8
BS12001	PENDIDIKAN ASYARAH ISLAM / ISLAMIC EDUCATION	A	4	2	8
BS12007	PENDIDIKAN BAHASA / BAHASA EDUCATION	B-	3,33	2	6,66
BS13001	TEACHING PRACTICE / TEACHING PRACTICE	A	4	2	8
BS13007	LISTENING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION	B-	3,17	3	8,01
BS13008	READING FOR ACADEMIC LISTENING	C	2	3	6
BS13009	AL-ISLAH 3 (HIGH TEACHING) / AL-ISLAH 3 (HIGH TEACHING)	A	4	2	8
BS13017	TEACHING ENGLISH / TEACHERS AND LEARNING ENGLISH	B+	3,63	3	9,99
BS13005	EXTENSIVE READING / EXTENSIVE READING	D+	3,33	2	6,66
BS22001	GENERAL SCIENCE / NATURAL SCIENCE	B+	3,33	3	8,66
BS22007	INTERMEDIATE WRITING / INTERMEDIATE WRITING	A-	3,67	3	11,01
BS23003	PARAGRAPH WRITING / PARAGRAPH WRITING	B	3	2	6
BS23008	RESEARCH SEMINAR/PAPER / SEMINAR	B+	3,33	2	6,66
BS23009	SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES	D+	3,33	2	6,66
BS23011	VOCAULARY IN CONTEXT / VOCABULARY IN CONTEXT	A-	3,67	3	11,01
BS23016	ACADEMIC READING / ACADEMIC READING	B+	3,33	2	6,66
BS23013	ACADEMIC WRITING / ACADEMIC WRITING	D+	3,33	2	6,66
BS23025	AL-ISLAH 2 (HIGH TEACHING) / AL-ISLAH 2 (HIGH TEACHING)	A	3	2	6
BS23018	ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY	A	3,67	2	7,34
BS23022	ESSAY WRITING / ESSAY WRITING	B	3	2	6
BS23010	INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM	A-	3,67	3	11,01
BS23017	INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS	B+	3,33	3	9,99
BS23015	TEACHING CURRICULUM / CURRICULUM AND LEARNING	A	4	2	8
BS23019	SECOND LANGUAGE ACQUISITION / SECOND LANGUAGE ACQUISITION	B	3	2	6
BS23014	SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING	B	3	3	9
BS23023	ACADEMIC WRITING / ACADEMIC WRITING	A+	3,67	3	11,01
BS23007	AL-ISLAH 3 (HIGH TEACHING) / AL-ISLAH 3 (HIGH TEACHING)	C	2	2	4
BS23017	ASSESSMENT IN ENGLISH LANGUAGE TEACHING / ASSESSMENT IN ENGLISH LANGUAGE TEACHING	A	3,67	2	7,34
BS23011	BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE	A	4	2	8

IC04205	CROSS CULTURAL UNDERSTANDING / CROSS CULTURAL UNDERSTANDING	B+	3,33	2	5,66
IC04204	ENGLISH MORPHOLOGY / ENGLISH MORPHOLOGY	B+	3,33	2	5,66
IC02026	ENGLISH SYNTAX / ENGLISH SYNTAX	B-	3,07	2	5,14
IC04202	ETIKA DAN PROFESI PENDIDIKAN / ETHICAL EDUCATIONAL PROFESSION	A-	3,67	4	7,34
IC02020	NEWS AND JOURNAL WRITING / NEWS AND REPORT WRITING	B+	3,33	3	6,66
B043001	PSIKOLOGI PENDIDIKAN / MANAGEMENT OF EDUCATION	A-	3,67	4	7,34
IC04200	PSIKOLOGI PENDIDIKAN / EDUCATIONAL PSYCHOLOGY	B-	3,07	2	5,34
IC05205	DISCOURSE ANALYSIS / DISCOURSE ANALYSIS	B	3	2	6
IC05007	SOILING / SOILING	A-	3,67	2	7,34
IC05203	ENGAGE YOUR LEARNERS / ENGAGE YOUR LEARNERS	A-	3,67	2	7,34
IC05010	ENGLISH FOR LEADERS / ENGLISH FOR LEADERS	A	4	2	8
IC05013	EVALUASI DAN TRINYE PENYERAPAN PENGETAHUAN / EVALUATION AND LEARNING ACQUISITION	B-	3,07	3	6,07
IC05001	PEKERJAAN PETA KAWASAN / GEOGRAPHY OF ISLAND EDUCATION	A	4	3	6
IC05012	INTRODUCTION TO LITERATURE / INTRODUCTION TO LITERATURE	A	4	2	6
IC05015	LINGUISTICS AND LITERARY RESEARCH / LINGUISTICS AND LITERARY RESEARCH	A-	3,67	2	6,67
IC05004	MODAL VERB DAN TEK. PENOL. D.B. 1933 / MODAL VERB AND IMPERFECTIVE MODAL VERB IN ENGLISH EDUCATION	A	4	3	6
IC05004	SPHANTICS / SPHANTICS	B-	3,07	4	6,07
IC05006	PELAN INISIATIF DAN PERENCANAAN PENYUSUNAN POND. PENOL. D.B. 1933 / STUDY ON CURRICULUM AND TEACHING DEVELOPMENT ENGLISH	B-	3,07	3	6,07
IC05004	PERSEKUTUAN DAN KONSELING / GUIDANCE AND COUNSELING	B+	3,33	3	7
IC05005	ENGLISH FOR SPECIFIC PURPOSE / ENGLISH FOR SPECIFIC PURPOSE	A-	3,67	3	7
IC02003	KEWAJIBAN DAN HAK HUKUM / INTERNATIONAL RIGHTS AND OBLIGATIONS	A-	3,67	2	7,34
IC05009	RESEARCH ON ENGLISH LANGUAGE / RESEARCH ON ENGLISH LANGUAGE	B	3	3	9
IC05005	PSYCHOLINGUISTICS / PSYCHOLINGUISTICS	A	4	2	8
IC05009	SOCIO-LINGUISTICS / SOCIO-LINGUISTICS	A	4	4	8
IC05012	STATISTIK PENDIDIKAN / EDUCATIONAL STATISTICS	B	3	3	9
IC02004	TECHNICAL ENGLISH AS A FOREIGN LANGUAGE (TEFL) / ENGLISH FOR TECHNICAL PURPOSES (ETEP)	A	4	2	8
IC05001	TEORI DAN METODE PENELITIAN KUALITATIF / QUALITATIVE RESEARCH THEORY AND METHOD / QUALITATIVE RESEARCH THEORY AND METHOD	B+	3,33	3	10,5
IC05007	TRANSLATION / TRANSLATION	B	3	3	9
IC04205	RUANG LINGKUP PARIWISATA PENDIDIKAN (RPP) / EDUCATION FIELD AND PRACTICE	A	4	4	16
IC05001	REVIEW PENYERAPAN DAN STUDI PENDIDIKAN BAHASA INGGRIS / REVIEW OF ENGLISH EDUCATION	B+	3,33	3	7
B080016	THESIS / THESIS	A	4	5	24
		Jumlah		134	511,60
		JPK		3,81	

Pekalongan, 05 November 2020
 Kepala BRAN

 DR. Kurnia Hastuti, S.T., M.T