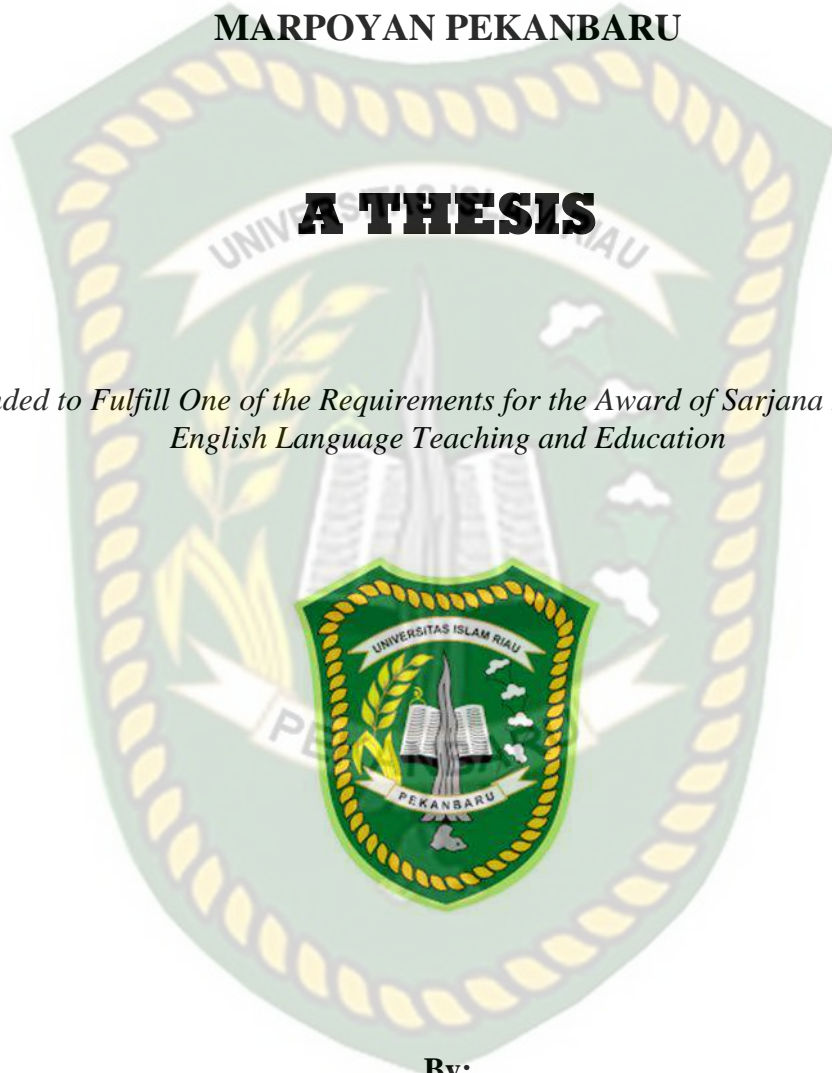


**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN
RETELLING STORY ON DESCRIPTIVE TEXT OF THE
SECOND GRADE STUDENTS AT SMP YLPI RIAU P.**

MARPOYAN PEKANBARU

A THESIS

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



By:

DES ADEAN FITRI

NPM. 166310158

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKAN BARU
2020**

THESIS

AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING
STORY ON DESCRIPTIVE TEXT OF THE SECOND GRADE STUDENTS
AT SMP YLPI RIAU P. MARPOYAN PEKANBARU

Name : Des Adean Fitri
Student Number : 166310158
Study Program : English Language Education
Faculty : Teachers' Training and Education Faculty

THE CANDIDATE HAS BEEN EXAMINED
Thursday, October 22th, 2020
THE EXAMINERS COMMITTEE

ADVISOR

EXAMINERS

Andi Idayani., S. Pd., M. Pd
NIDN. 1026048501

Prof. Dr. Seno Himala Putra., M. Pd
NIDN. 1025086701

Dra. Betty Sailun., M. Ed
NIDN. 0027046002

This thesis submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, October 22th, 2020

The Vice Dean of Academic



Dra. Hj. Tity Hastuty., M.Pd

NIP. 195911091987032002

NIDN. 00110959041

THESIS APPROVAL

TITLE

AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING
STORY ON DESCRIPTIVE TEXT OF THE SECOND GRADE STUDENTS
AT SMP YLPI RIAU P. MARPOYAN PEKANBARU

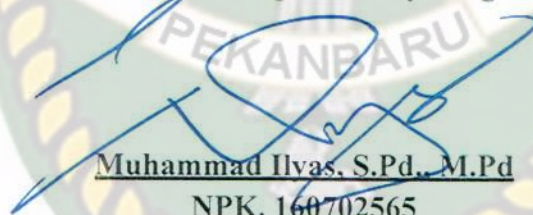
Name : Des Adean Fitri
Student Number : 166310158
Place/ Date of Birth : Bangko Kiri, December 1st, 1996
Faculty : Teachers' Training and Education Faculty
Study Program : English Language Education

Advisor



Andi Idayani., S. Pd., M. Pd
NIDN. 1026048501

The Head of English Study Program



Muhammad Ilyas, S.Pd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/Lektor/IIIC

This thesis has been accepted to be one of requirements for the award of Sarjana Degree in English Study Program Faculty of Teachers' Training and Education Universitas Islam Riau.

Pekanbaru, October 22th, 2020

The Vice Dean of Academic



Dra. Hj. Tity Hastuty., M.Pd
NIP. 195911091987032002
NIDN. 00110959041

LETTER OF NOTICE

The advisor hereby noticed that:

Name : Des Adean Fitri

Index Number : 166310158

Study Program : English Language Education

Faculty : Teachers' Training and Education Faculty

Advisor : Andi Idayani., S.Pd., M.Pd

Has been completely written a thesis which entitled:

**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING
STORY ON DESCRIPTIVE TEXT OF THE SECOND GRADE STUDENTS
AT SMP YLPI RIAU P. MARPOYAN PEKANBARU**

It has been examining.

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











Andi Idayani., S.Pd., M.Pd

NIDN. 1026048501

THESIS GUIDANCE AGENDA


Thesis guidance has been done to:

Name : Des Adean Fitri
Index Number : 166310158
Study Program : English Language Education (S1)
Faculty : Teachers' Training and Education Faculty
Advisor : Andi Idayani., S.Pd., M.Pd
Title : An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru

No.	Date	Guidance Agenda	Signature
1	23/11/2019	Revised title and chapter I	
2	26/11/2019	Proofread chapter I and checking grammar	
3	27/11/2019	Checking chapter I and II	
4	02/11/2020	Proofread chapter II and III	
5	06/11/2020	Checking all chapter and references	
6	18/11/2020	Acc join to seminar	
7	29/07/2020	Discussing the procedure to conduct the speaking test via online.	
8	09/08/2020	Checking the material for the speaking test	
9	15/09/2020	Checking the script of the students' speaking test	
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11	24/09/2020	Checking chapter I, II, III, IV and V	
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Pekanbaru, October 22th, 2020

The Vice Dean of Academic


Dra. Hj. Tity Hastuty., M.Pd
NIP. 195911091987032002
NIDN. 00110959041





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UNIVERSITAS ISLAM RIAU

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Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2020/2021

NPM : 166310158
 Nama Mahasiswa : DES ADEAN FITRI
 Dosen Pembimbing : 1. ANDI IDAYANI S.Pd M.Pd 2.
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Analisis Kemampuan Berbicara Siswa dalam Menceritakan Kembali Teks Deskriptif pada Siswa Kelas II SMP YLPI Riau P. Marpoyan Pekanbaru
 Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru
 Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
	23-11-2019	Revised title and chapter I	Put descriptive text in the instrument	
	02-12-2019	Proofread chapter II and III	Put the scoring rubric of speaking skill	
	18-12-2019	ACC to join seminar	Prepare all the things to face the examination	
	27-07-2020	Discussing the procedure to conduct the speaking test via online	Change and adjust the data collection procedures to be online	
	15-09-2020	Checking the script of the students' speaking test	Ask the raters to give the score and explain it	
	20-09-2020	Proofread chapter IV and V	Check the grammar	
	24-09-2020	Checking chapter I, II, III, IV and V	Add the students' scripts on the appendix	
	30-09-2020	Approved to join examination	Prepare all the things to face the examination	

Pekanbaru,.....
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Name : Des Adean Fitri
Index Number : 166310158
Study Program : English Language Education (S1)
Faculty : Teachers Training and Education Faculty
Advisor : Andi Idayani., S.Pd., M.Pd

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

Pekanbaru, October 22th, 2020

The researcher



Des Adean Fitri
NPM. 166310158

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In the name of Allah, the beneficial and merciful. All praises to be Allah who has given us blessing, grace and guidance, so that the author can complete a thesis entitled "An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of The Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru" as one of the requirements for the Award of Sarjana Degree in English Study Program.

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Wassalamu'alaikum wr.wb

Sincerely yours,
The researcher

Des Adean Fitri

ABSTRACT

Des Adean Fitri. 166310158. An Analysis of Students' Speaking ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru

Keyword: *Students' Speaking Ability, Retelling Story, Descriptive Text*

The aims of this research was to know students' ability in speaking and to find out which aspects are the most dominant problems for the students at the second grade students of SMP YLPI Riau P. Marpoyan Pekanbaru. The focused of this research was to analyze the students' problems in speaking based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension. Then, focus to find out the most difficult aspects for the students.

The design of this research was a qualitative research. It has one variable that was the second grade students' of SMP YLPI Riau P. Marpoyan Pekanbaru. The researcher used speaking test as the instrument of research. This research has been conducted via online specifically via Whatsapp. The students recorded their performed when retell descriptive text and send it via whatsapp. Then the researcher transcribed the script based on the video that the students had sent and asked raters to provide the scores.

From the results of this study, the researcher found that the students' speaking ability in retelling story had the average score of 3 and was categorized fair. In the pronunciation component the student's average score was 2.8, in grammar it was 3.5, in the vocabulary it was 3.2, in fluency it was 2.7, and the component of comprehension the average score of the student was 2.8. As a result, it can also be concluded that the most dominant problem faced by students in speaking was the fluency component.

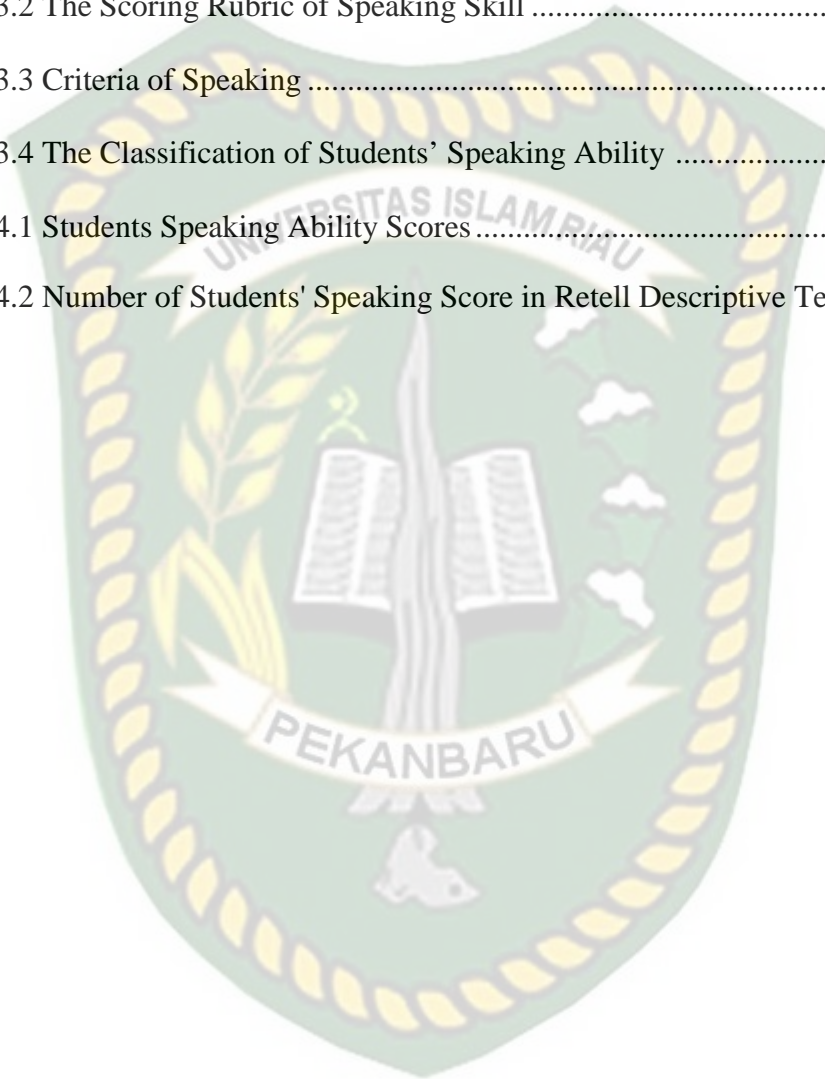
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is one of the most important things in communication. It can be essential because communication can be used to deliver or transfer our ideas and thoughts with others. As Delahunty and Garvey (2010) said that language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille) which can. Then, as we know that the form of communication can be verbal and nonverbal communication. Furthermore, in English there are four skills that we should be mastery, namely; speaking, reading, listening, and writing. Speaking and writing are categories as productive skills, while listening and reading are categories as receptive skills.

Nowadays, English has become more dominant around the world including in Indonesia, and English subject is taught in every level of education start from primary school up to university level. Moreover, we can see that people now use English in various fields of life such as science, technology, sport, music, etc. Consequently, good mastery of English can help us to get a lot of information and keep in touch with people from different countries in the world. Besides that, in our life there are so many books and sources that also using English. Therefore, indirectly mastery English can help us to get and give a lot of necessary information each other especially for the students.

Talking about English mastery particularly for the students means that the students should have a good speaking ability, because speaking is part of English that are very meaningful for the students to express and deliver their ideas, opinions and thoughts with others and also in order to support their verbal interaction to be better. Accordingly, having a good speaking ability helps students to communicate, convey the information, their thought or feeling and others especially when they want to use English as International language.

When it comes to speaking, we cannot say that it is something easy and as simple as we think. As the researcher have experienced during the teaching practice in SMP YLPI Riau P. Marpoyan, the students still found several weaknesses in learning English specifically in speaking skill, including in pronunciation, grammar and vocabulary. In pronunciation, even though they have always seen the word that they found in their handbooks, but most of the students do not know how to pronounce the word correctly. While in Grammar, the students always do not know how to change and use the correct subject. Then, in vocabulary they always do not know how to use the appropriate vocabulary to express their ideas. Whereas, those aspects can help the students to mastery English well. At that point, even though they have spent much time in formal school to learning English, but in reality only there are few students who can speak English Fluently.

In addition, there are various factors that influence students' low ability in speaking; it can cause by internal and external factors. The internal factors include the students' motivation and interest toward speaking itself while external factors

include the technique that used by the teachers and also the facilities that support them in teaching and learning process.

The difficulties to make students becomes active to speak in English class are one of the big problems that often occur, and the things that always happened in English class are when the teacher ask or describe something by using English, most of the students silent and preferred to be quiet without any discussions anymore. It happened because of some reasons like they afraid to make a mistakes, feel so shy with their friends, cannot speak English fluently, always incorrect in pronunciation and grammar.

In addition, students was often anxious to talk because they feel insecure and as a result they were very scared to start their speaking particularly when they were required to speak in front of the class. In addition, students was lazy and rarely practice their English, consequently they were always uncomfortable when speaking in English.

The worries and difficulties mentioned shows that these problems need our attention in order to achieve the goals of teaching speaking itself, but sometimes we cannot impose them just like that because the students also have different perspective about English. As we know that most of the students argue that English is very difficult to be learned, thus they always think that no matter how hard their effort, it is still useless. The kinds of thinking like this of course make them cannot speak English well.

Based on the problems mentioned, it was certain that there were similar problems at schools in Pekanbaru including at SMP YLPI Riau P. Marpoyan. Because the problems faced by the students are commonly occurs in every schools, both in private or public school, whether in the village or in the city. Therefore, the researcher tries to analyze student's speaking ability in order to find out which aspects are the most difficult for the students, whether on pronunciation, grammar, vocabulary, fluency and accuracy. And based on the explanation before, the researcher interest to conduct a research entitled "An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru"

1.2 Identification of The problem

Based on the background, there are some problems faced by students at second grade students of SMP YLPI Riau P. Marpoyan Pekanbaru. It can identify by the researcher as follows:

Firstly, in learning English particularly in speaking the students found some difficulties on pronunciation, grammar, and vocabulary. Therefore, the students always feel so hard to convey their opinion in English even though they have learned and familiar with the topic being discussed.

Secondly, in pronunciation the students do not know how to pronounce the word correctly even though they always seen the word that they found in their handbooks.

Thirdly, in Grammar the students always do not know how to change and use the correct subject. They were confused if the subject or words are different from the example given.

Fourthly, in vocabulary they were always do not know how to use appropriate vocabulary based on the context, because the vocabulary they know is very common. Then, they were used the word without seeing whether the word fits with the context or not.

Finally, various troubles faced by the students in speaking needs further analysis in order to specify in which aspects their weaknesses, whether on pronunciation, grammar, or vocabulary.

1.3 Focus of the Problem

Based on the identification of the problem mentioned, there are some problems in this research. Therefore, the researcher try to analyze the students' problems in speaking based on five components of speaking which are pronunciation, grammar, vocabulary, fluency or comprehension and focused to find out in which aspects is most difficult for the students. In short, the researcher focused on students' problems in speaking specifically on the Second Grade Students at SMP YLPI Riau P. Marpoyan Pekanbaru.

1.4 Research Question

Based on the focus of the problem above, these research questions are formulated in the following question:

1. How is students' ability in speaking at the second grade students of SMP YLPI Riau P. Marpoyan Pekanbaru?
2. Which aspects are the most dominant problems for the students in speaking at the Second Grade Students of SMP YLPI Riau P. Marpoyan Pekanbaru?

1.5 Objective of the Research

1. To know students' ability in speaking at the second grade students of SMP YLPI Riau P. Marpoyan Pekanbaru.
2. To find out which aspects are the most dominant problems for the students in speaking at the Second Grade Students of SMP YLPI Riau P. Marpoyan Pekanbaru.

1.6 Significance of the Research

By conducting this study, there are some significance is expected by the researcher:

1. This research is useful for the researcher in learning how to analyze and conduct this study.
2. This research findings is also expected to be useful for the students and teachers at SMP YLPI Riau P. Marpoyan Pekanbaru,
3. This research finding is also expected to be informative for those who interest on language teaching and learning.
4. This research is also expected to be references for the next researchers.

1.7 Definition of the Key Terms

There are some terms involved in this research and it is necessary information to be defined, in order to avoid misunderstanding on each term that used in this research. The terms are as follows:

1. Analysis

Analysis means study of something by examining its parts (Oxford Learner's Pocket Dictionary, 2008). In this research, analysis refers to know students' ability in speaking by giving the test because based on the researcher experienced, most of the students still low in speaking due to several factors as have been explained. For that reason, the researcher suggests that it is necessary to analyze in which aspects of speaking are the most dominant problem for the students.

2. Speaking

According to Brown (2001) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill. For that reason, the researcher tries to observe and analyze the students speaking ability by seen for the aspects such as pronunciation, grammar, vocabulary, accuracy and fluency.

3. Ability

Ability means skill or power (Oxford Learner's Pocket Dictionary, 2008). In this study, this term means the ability of students in express or conveys their ideas, thoughts or feeling by using their verbal communication system.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

In this research, the researcher needs some theories in order to support and strength this study. Then, the theories used to analyze the students' weaknesses in speaking.

2.1.1 The Nature of Speaking

Generally, all of human being needs language in order to socializing, sharing and getting information. Delahunty and garvey (2010) stated that a language is a set of rules, unconsciously present in the mind, which enables human beings to represent and communicate meanings by producing audible, visible, or tactile symbols that these rules systematically relate to those meanings. It means that, a language allows us to communicate various things that exist in our minds with others.

According to Pawlak, Waniek and Klimczak (2015) the language that we learn naturally is the spoken language and that begins with spoken interaction. Similarly with Mariani and Mu'in (2007) stated that, basically language is always spoken, and all people the world over always have a way of communicating ideas by using sounds that are produced by their speech organs. Based on this point of view, it shows that if we want to talk with others directly, obviously we need to speak by using our speech organs.

Furthermore, Finegan (2008) also stated that people use language principally as a tool to do things: request a favor, make a promise, report a piece of news, give direction, offer a greeting, seek information, invite someone to dinner, and perform hundreds of other ordinary verbal actions of everyday life. As a result, from this statement we know that the function of language is very essential in our daily life. In short, to transfer our thoughts, opinions and feelings directly we can use speaking.

According to Bailey (2005), speaking consists of producing systematic verbal utterances to convey meaning. It means that, when we think and express it using our speech organs, then indirectly the things that we mention arranged systematically and it has meaning that can be understood each other. For that reason, speaking becomes essential to express our thoughts verbally.

Additionally, as Bone, Jose and Concepcion (2019) mentioned that speaking is one of the most exploited skills. In other words, we can do lot of things by speaking whether it is discussion, transaction, socialization, etc. Thus, speaking is become one of basic to begin conversation and a form of our verbal interaction with others. Therefore, speaking is much needed in education including for the students, because in teaching and learning process the students need to speak in order to deliver their ideas, opinions and their arguments with others.

To conclude it, speaking is one of the language skills that should be mastered by the students, because having a good speaking ability enable them to support their verbal interaction during teaching and learning process. In short,

when they want to giving and getting the information they need to speak well in order to begin their conversation with others.

2.1.2 The Components of Speaking

According to Harris (1996) speaking is a complex skill that needs a number of different skills to be used simultaneously that often develops at different rates. According to his theory, the speaking component consists of; pronunciation (including the segmental features - vowels and consonants - and the stress and intonation patterns), grammar, vocabulary, fluency (free speech and speed), and comprehension. Each component will be explained below:

a. Pronunciation

According to Richards and Schmidt (2010), Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. In addition, Redman (1997) stated that the only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation.

From both theories, we know that pronunciation refers to the sound produced by our organ organs. Therefore, to find out the correct pronunciation of the words we say, we can learn or see phonetic symbols that are usually found in dictionaries, because a letter can have different pronunciations if they are in different words.

b. Grammar

In Crystal (2008), grammar is a central term in linguistics, but one which covers a wide range of phenomena, being used both in mass noun and count noun senses (as ‘grammar in general’ and ‘a grammar in particular’). Based on this theory, it shows that grammar has a very important role in language learning, and then the place for grammar should not be ignored. Therefore, in learning speaking students need to focus on forms and grammar without exception.

c. Vocabulary

As mentioned by Hewings (1990), simple activities that you can use regularly to help students to improve pronunciation while learning or revising vocabulary. In other words, learning vocabulary can also improve our ability to pronounce the vocabulary itself.

d. Fluency

As mentioned by Richards and Schmidt (2010), fluency is the element that gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In addition, fluency represents a level of somebody's communication skills in second and foreign language. In short, if we can speak fluently it can be said that we have good communication ability. Therefore, students are expected to be able to speak fluently, especially in English.

e. Comprehension

Richards and Schmidt (2010) mentioned that, comprehension is the identification of the intended meaning of communication, either written or

spoken. This process is active in drawing information both from the message (bottom-up processing) and the background, context, and purpose or intention of the listener and the speaker (top-down). In short, comprehension refers to the accuracy and appropriateness of the information available with the information conveyed by someone when speaking.

In conclusion, all the components mentioned above are very important in speaking because they have a very close relationship and connection. Therefore, in learning speaking students are expected to master all these components with the aim that their speaking skills improve.

2.1.3 The Elements of Speaking

According to Harmer (2001) there are two elements of speaking. It will be explained in the following:

1. Language features

Some of the elements needed in oral production are:

- a. Connected Speech: good English speakers not only require individual English phonemes, but must also be able to use connected speech fluently. Then, in connected speech there are some sounds caused by processes such as modified, omitted, added, removal, and attenuation. For that reason, it is very necessary for us to involve students in activities that have been specifically designed to improve their connected speech abilities and make them usual to talking using connected speech appropriately and fluently.

- b. Expressive devices: this element leads to the ability to convey meaning. Consequently the native speakers of English will change the pitch and stress on certain parts of their speech, varying volume and speed, and also their physical movements in direct interactions. Therefore, students should be able to use at least certain of those super segmental characteristics and technologies in a similar way in order to be fully effective communication devices. Besides that, the students must be able to use feelings and strength. In short, when speaking directly without realizing the tone, intonation, volume and speed of our speech follow the storyline so that the meaning can be conveyed properly.
- c. Lexis and grammar: this element the use of a number of common lexical phrases, especially in the performance of certain language functions, is characterized by spontaneous expression. Where students are engaged in specific language situations such as a job interview. It means that, when we are confronted with a particular language situation, the lexical phrases and grammar we use follow that situation.
- d. Negotiation language: this is the effective language that we use to clarify and to demonstrate the meaning of what we are speaking in an effective language of negotiation. In short, when we hear someone else speak; we have to often "ask for clarification." This is particularly crucial for students.

2. Mental/social processing

The productive ability of the speaker does not only contain knowledge of language skills as mentioned above, but also depends on the fast processing skills that require speaking.

- a. Language processing: efficient speakers must be able to translate the word into their heads so that it becomes accessible in ways that are not only understandable, but also convey the intended meaning. Therefore, speaking activities in language learning is a form of assistance for students to be able to develop fast language processing habits in English. To make it short, when speaking we are not only limited to making others understand, but also must be able to convey the intended message.
- b. Interacting with others: interaction with one or more participants is mostly involved in speaking. It means that, effective speaking also involves a lot of listening, an understanding of how other participants feel and the knowledge how to take turns or allow others to do the same thing. In other words, when interacting and talking with others we also need to understand and provide opportunities for them to speak as well, because their role is not merely as a listener.
- c. (On-the-spot) information processing: besides our response to the feelings of others, we also need to be able to process the information that they tell us when we receive it. It should be recalled that this immediate reaction is culturally specific, and speakers in many other language communities do not prize it.

To sum up, there are several elements that we need to concentrate in speaking. The first is language features, where the elements that need attentions are; can use connected speech confidently, able to convey meaning, able to use a number of common lexical phrases, then ensures and shows the meaning of what is being said. The second element that needs to be careful is Mental / social processing, where the fast processing skills that require speaking are also needed in order to make the language processing is not only limited to understanding, but also conveyed its meaning. Moreover, understanding other peoples' feelings and giving them the same opportunities and able to process the information they provide is also very essential.

2.1.4 The Functions of Speaking

According to Richards (2008), the functions of speaking are classified into three categories; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is very dissimilar in form and purpose and needs different approaches to the teaching. Below are the explanations of each function:

a. Talk as interaction

The term of interaction refers to what we normally mean by "conversation" and describes interaction only as a social task. Once you come together, you exchange greetings, speak, share recent experiences, and so on, because you want to be polite and build a relaxed area of communication. In other words, the function of speaking as an interaction is

more focused on the speaker and how they want to present themselves to each other, not on the message to be conveyed.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. In other words, the main function of speaking as a transaction is not to see how their interaction each other, but rather how the message conveyed can be understood correctly and accurately.

c. Talk as performance

Speaking as performance usually is in the form of a monolog instead of a dialog often follows a visible format (for example, a speech of welcome). It is also often assessed according to its effect or impact on the listener, which is unlikely to happen as a conversation interaction or transaction. In short, the function of speaking as a performance does not indicate interaction with the listener. However, it is possible for the listener to rate what is being said.

In addition, according to Smith (2010) the role of talking and social interaction in the development of children's thinking is a crucial issue for you to recognize. Even though talking and thinking could be examined in isolation from one another, it was more useful to consider them in combination, since they are inextricably linked. In short, talking has a big influence on the development of childrens' minds, especially when they are socializing.

In conclusion, speaking has a very important roles and functions in our lives, where we can socialize with our environment, exchange information, and

carry out other social activities in various situations. At that point, social interactions bring a good influence on the development of our thinking.

2.1.5 The Difficulties in Speaking

According to Hughes (2011), one of the main challenges in terms of speaking is that it overlaps with many other disciplines and areas. For instance, the structure of a conversation, also dealt with in pragmatic and ethnographic terms, how far is the grammar and vocabulary of speech other than grammar (which is related also to the fields of syntax and semantics), and what are the critical factors in the stream of speech that make it intelligible (related to prosody, phonetics/ phonemics).

Based on the above statement, it shows that the term of speech also has a relationship with other linguistic disciplines such as pragmatic, phonetic, semantic, syntax and others. Consequently, learning speaking means also studying other language disciplines with the aim that our speaking ability is perfect and its meaning can be conveyed properly.

2.1.6 Assessing Speaking Skill

Speaking is a complex skill that requires the use of different aspects of speaking ability at the same time, consequently the speaking aspects that develop also often be different. Additionally, speaking skills are usually analyzed and assessed based on aspects of speech, namely pronunciation, grammar, vocabulary, fluency and compatibility.

Fulcher and Davidson (2007) stated that, the assessment of writing and speaking samples was always considered important for two main reasons. Firstly, it is often said that the best way to predict writes or speaks is to make students write or talk in a "real-world" test. Secondly, it was assumed that the test had the required wash back in the classroom only by writing and speaking in a test. Therefore, making students do a speaking test directly is one of the things that is considered important so that the extent of their speaking ability can be known.

In addition, Luoma (2004) stated that to carry out their speaking tasks, evaluation designers should create not only tasks but the instructions for examining participants, the necessary task material such as images or role-play cards, and the instructions for interlocutors. For that reason, we know that when assessing speaking, the thing that needs to be prepared is not only the tasks but also the instructions. It is very essential to fix it with the aim students know what they have to do, the material they needed and the exercise they have to prepare. Thus, students become more confident and can show the best at the time assessed.

Furthermore, Luoma (2004) also stated that, Speaking scores express how well the examinees can speak the language being tested. They usually take the form of numbers, but they may also be verbal categories such as 'excellent' or 'fair'. In addition to the plain score, there is usually a shorter or longer statement that describes what each score means, and the series of statements from lowest to highest constitutes a rating scale. In short, the score obtained after the test shows how well the person can speak using the language being tested.

In summary, assessing students' speaking ability needs to be done because speaking is a skill that is complex and involves other linguistic disciplines, therefore speaking is often considered hard for some people. Furthermore, in assessing the speaking ability of both participants and assessors it is necessary to prepare the whole thing. Finally, the results of the speaking test will show how good a person's speaking ability is.

2.2 General Concept of Retelling Story

According to Yahla (2013) the root of retelling is re-tell, the based root is tell which is added work beginning “re” that has meaning again. While, the meaning tell is giving information about something. Based on this term, we know that retelling story means that the activity to retell a topic or something with others, and usually retell it by using their expression, intonation and others to make the listener enjoy and easy to understand the topic. Then, the person who retells the story called story teller.

Furthermore, retelling story can be defined as an activity to retell a topic by the story teller by using their ability to express and deliver the story in order to make the listener can be easy to understand. As mentioned by Morrow (2015), retelling stories is another active procedure that may aid comprehension, concept of story structure, and oral language. It means that, by retelling there is a possibility for the speaker and listener become easier to understand the story orally.

In addition, according to Hirai and Koizumi (2009), the key term story retelling can be defined by explaining each word separately. First, retelling refers to reproducing a story orally in English. While a story is defined as any type of written description consisting of two or more sentences that are connected to one another. In short, a story means, a section that consists of several parts and are interconnected that can be retold to others verbally called a retelling story.

Furthermore, an examinee can retell a story either in a different way or in the same way as the original, adapted from Chaudron in Hirai and Koizumi (2009). It means that, when a story teller conveys stories they may tell it in similar way with the original text or tell in another way while using facial expressions, intonation, gestures and others.

Based on these explanations, it shows that retelling story can be apply in teaching and learning English especially in speaking skill. It is because by doing this activity the students have the opportunity to practice their speaking. While for the teachers, this activity can be a way to find out the students' speaking ability. As Ellis and Brewster in Pirdasari (2017) stated that, story means a way to develop the potential of children as learners. In short, story can help us to identify the students' ability in learning, in this case their speaking skill.

2.3 General Concept of Descriptive Text

A language certainly has texts, and as we know that there are various types of text one of them is descriptive text. As mention by Kane (2000) that, description is about sensory experience-how something looks, sounds, tastes.

Mostly it is about visual experience, but also deals with other kinds of perception. Similarly with Oshima and Hogue (2007) who stated that descriptive writing appeal to the senses, so it tells how something looks, feels smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In short, descriptive text tells about the description of the appearance and the characteristics of the things being described.

In addition, Oshima and Hogue (2007) also stated that in a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing. Your details should appeal to the five senses. They should tell your reader how something looks, smells, sounds, feels, and tastes. Write about colors, sizes, shapes, odors, noises, and textures. In short, in descriptive text the more detail the characteristics that you mentioned be more clearly for your listener or reader about the things you explained.

To sum up, descriptive text is a kind of text used to describe or draw something whether people, objects and places. The kind of this text usually explains its characteristics, forms and the like. It means that, descriptive text presents about how something or someone looks like and its characteristics. Then, a good descriptive text is a text that gives detail characteristics, because it was enable the reader or listener to imagine the things that being described.

2.3.1 Generic Structure of Descriptive Text

Besides its function, students also need to know the generic structure of descriptive text in order students know how to write and speak using descriptive

text. According to Pardiyono (2007) in Rosbaida (2017) the generic structure of descriptive text are identification which introduces the character or subject that will be described and description which describes the characters, inform the features of subject, such as character, behavior, and qualities.

Based on this theory, it can be concluded that in identification the author or speaker was introduce the object or thing that described. In short, in this part the object to be explained began to be introduced. While, in the description the writer or speaker explained the characteristics of the object of the story, for example behavior, physical appearance, psychological characters and the like in detail.

2.3.2 Language Features of Descriptive Text

Based on the syllabus, the Language Features of the descriptive text are:

1. Use specific nouns like my cat, my beloved sister, and my favorite items
2. Using adjectives related to the nature of people, objects and animals. For instance a cute toy, a beautiful sister, and a cute rabbit.
3. Using the first form of verb (simple present tense).
4. Using adjectives to describe the nature of things, people and animals.

2.3.3 Example of Descriptive Text

The example below is one of the examples of descriptive text about describing places.

Pekanbaru

Pekanbaru is one of the cities in Indonesia, it is the capital of Riau Province on the island of Sumatra. The name Pekanbaru comes from the Indonesian language which is new market or pekan baru. Pekanbaru itself has a slogan that is the city of Bertuah or be fortunate. On the other hand, Bertuah is an abbreviation of Bersih, Tertib, Usaha Bersama, Aman dan Harmonis or it means Clean, Orderly, Mutual Assistance, Safe and Harmonious.

Identification

The original populations of Pekanbaru city are Riau Malay people; most of them are live in most of the Coastal region and some in other areas. Pekanbaru is also inhabited by foreigners, such as the Minangkabau, Riau Malay (from Riau), Javanese, Batak, Chinese, and other tribes. In Pekanbaru itself there are some good tourist attractions that are worth visiting, including the Sang Nila Utama Museum, Alam Mayang, Batu Belah Batu Bertangkup, the Great Mosque of Pekanbaru, Solop Beach and several other tourist attractions that you must visit when visiting Pekanbaru.

Description

(Modified from Indonesia-Tourism.com, 1998)

The example of descriptive text above can be identified as follows:

Identification : Pekanbaru is the object to be described. In this case, Pekanbaru was introduced as one of the cities in Indonesia.

Description : In this section, the writer describes about the populations in Pekanbaru and some tourist objects that are worth to visit.

2.4 Relevant Studies

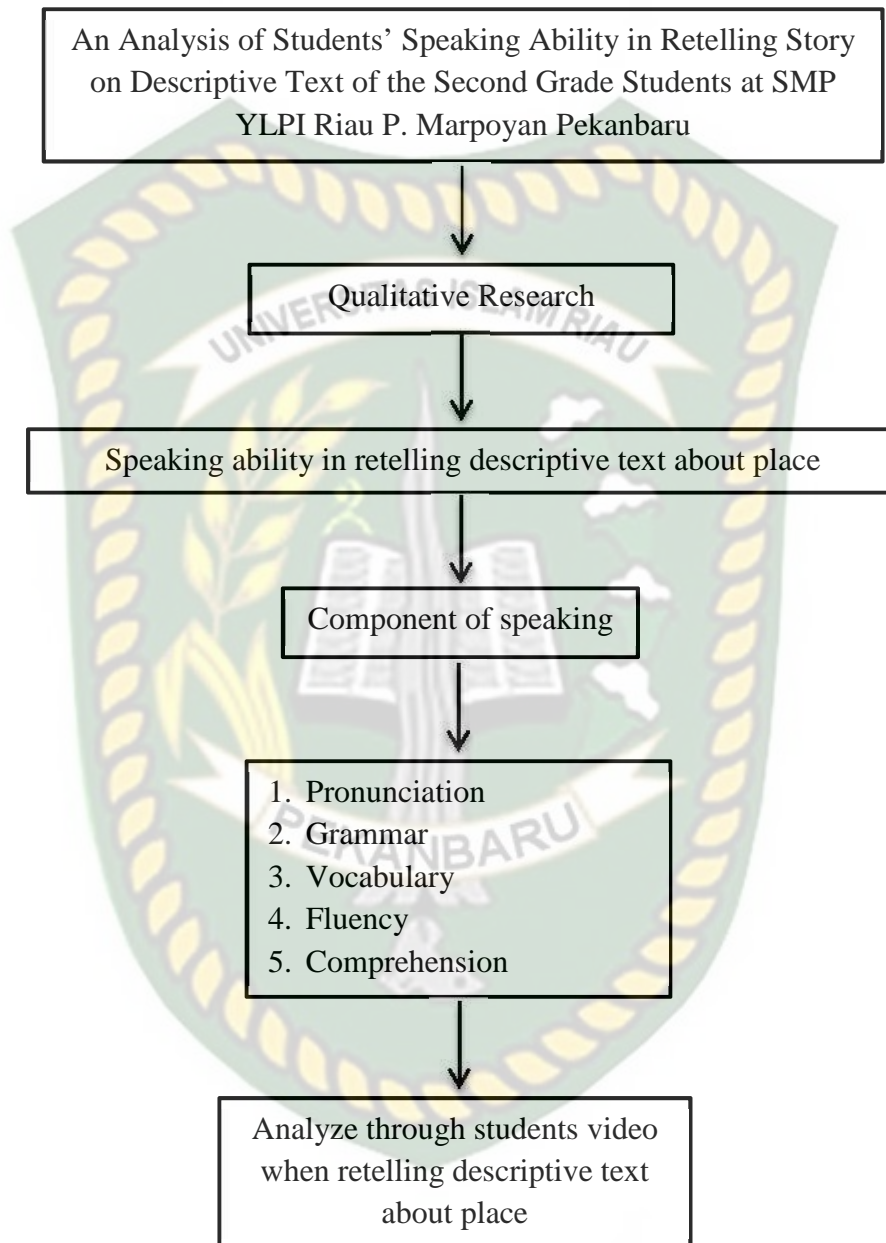
Firstly, a research from Afriantina (2015) entitled “An Analysis of Students’ Speaking Ability on Debate of the Third Semester Students of FKIP UIR Pekanbaru”. In this study, the researcher found that the weakness of the students is in fluency, because during the debate most of the students when debating often to long pause for a moment and sometimes they repeat the words.

The students' strongest is in pronunciation because when they gave arguments are easy to understand although sometimes they made mistakes in wrong pronunciation of the words. Students have many vocabularies, although sometimes used appropriate words or made mistakes in choice of words. Some of students made frequent grammatical mistakes and effect meaning.

Secondly, the research from Rinanda (2017) entitled "An Analysis of Speaking Ability of the Second Year students at MTs Hasanah Pekanbaru". The result of this study found that based on the result of the average of each aspect, the average of students' speaking ability on Accuracy was fair (54.66). Students' speaking ability on Fluency was good (61.3). And students' speaking ability on Acceptability was fair (40.00). In conclusion the research finding showed that the students' speaking ability of the second year students at MTs Hasanah Pekanbaru was fair. From this data it can be concluded that the average score of students' speaking ability was 51.

Thirdly, Lalengke (2015) conducted her study entitled "An Analysis the Second Year Students' Speaking on English Speech at SMK Kansai Pekanbaru". The result of her research showed that from 6 samples speech she found from the structural speech, there were only sample fulfilled the structural, three sample used introduction and body and conclusion and one sample use only the introduction. Based on the types of speech, four samples use informative speech, on sample used persuasive speech and one sample cannot identify the types. Furthermore the speech competency rating, 67% in satisfactory rating, 16% in good rating, 17% in needs improvement rating.

2.5 Conceptual Framework



2.6 Assumption

In this study, the writer assumes her research as follows:

1. The students' speaking ability at SMP YLPI Riau P. Marpoyan is still low. There are only few students who can speak well.

2. The writer assumes that, from the three most problematic aspects; pronunciation, grammar and vocabulary, aspects that are most possible to be the weakness of students are pronunciation.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was a qualitative research. Qualitative research is the research that done by using analysis with a qualitative approach. As stated by Gay, et al (2006) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods. Similarly with Bryman (2012) who stated that qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. In short, qualitative research tends to analyze the phenomenon than using number to describe it.

For that reason, in this case the researcher was conducted this study by collected the students' speaking video one by one. Then, the students' speaking test was scripted and explained in detail based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension. After that, the result of students' test that have been scripted was analyzed in order to know the students' speaking ability and found the most dominant problems for the students in speaking.

3.2 The Location and the Time of Research

This research was conducted at SMP YLPI Riau P. Marpoyan. It is located at Jalan Kaharuddin Nasution. The time of this research start from January 2020 to September 2020.

3.3 The Population and Sample of Research

According to Bryman (2012) population is a universe of units from which samples must be chosen. In other words, the population is a number of people who live in a certain place that might be chosen to be a research sample. In this case, the population of this research was the second grade students at SMP YLPI Riau P. Marpoyan that consist of two classes which are VIII 1 and VIII 2.

Table 3.1 Population of the Research

Class	Number of Students
Class VIII 1	26
Class VIII 2	28
Total	54 students

Furthermore, according to Gay, et al (2006) a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. Further, also stated by Gay that purposive sampling, referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selects the sample using his experience and knowledge of the group to

be sampled. In this case, the writer chooses one of the second grade students' classes as a sample through purposive technique sampling. Then, the researcher was chosen class VIII 2 as a sample with the total number of the students is 28 students.

3.4 Instrument of the research

In this research, the role of instrument is essential in order to get the data. According to Sugiyono (2014), research instrument is a tool used to measure natural and social phenomena that are owned. In collecting the data, the researcher was used speaking test and descriptive text about place as the instruments of the research. The instruments were explained as follows:

3.4.1 Speaking Test

In this study, speaking test was used in order to collect the data about students' speaking ability. Then the material tested was adjusted to the curriculum and syllabus.

3.4.2 Descriptive Text about Places

In this research, the researcher was used descriptive text as the material for students speaking test, and the text use was described about places. It is used in order to know the students ability in speaking particularly in pronunciation, grammar, vocabulary fluency and comprehension. Besides that, it was used in order to simplify the writer to analyze the students speaking test.

3.5 Data Collection Technique

In collecting data, the researcher was used a speaking test as an instrument. Generally, the test can be interpreted as a tool used to measure knowledge or mastery of measuring objects towards a certain set of content or material, Sudaryono (2017). Therefore, data collection techniques are needed to obtain data and complete the information needed in this study. However, due to the Covid-19 pandemic, it was not possible for researcher to take data directly to school. Therefore, the researcher decided to take the research data online, in this case via Whatsapp. The following are number of steps to collect the data in this research:

1. Asked permission from the school where the research was conducted, in this case at SMP YLPI Riau P. Marpoyan to collect research data via online.
2. Joined the Whatsapp group in the sample class.
3. Reviewed the material about Descriptive Text.
4. Provided a video as an example of the test and the text for the speaking test.
5. The students were given time for three days to practice retelling the text given in the form of a video with duration of 1 to 2 minutes.
6. After three days, the researcher returned to contact the students one by one and reminded them to immediately send the video.
7. After the speaking test video is collected, the researcher makes scripts about the students' speaking test based on the video that has been sent by the students.

8. Next, the researcher asked the first and second raters to check the speaking test of each student using the speaking test assessment rubric prepared by the researcher.
9. The next stage, the researcher classified the test results of each students based on the five components of speaking; pronunciation, grammar, vocabulary, fluency and understanding.
10. Then the researcher determined the speaking skill level of each student using a predetermined formula.
11. In the last stages, the researcher concluded the students' speaking test and founded the aspect that was most difficult for students in speaking.

3.6 Data Analysis Technique

According to Sugiyono (2014), data analysis in qualitative research is carrying out since before entering, during, and after finish in the field. Consequently, after collecting the data, the researcher was used qualitative as the data analysis technique to give detail description based on the data obtained to be concluded.

In this case, after collecting the data the researcher was asked 2 raters to analyze and give the scores by using scoring rubric about students' speaking test in order to make the process of analysis easier, where each score given follows the speaking scoring aspects adapted from Brown (2001) shown in table 3.3 as follows:

Table 3.2 the Scoring Rubric of Speaking Skill

Aspect	Score	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, cannot understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

Aspect	Score	Description
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including inductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
	5	Has complete fluency in the language in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but cannot be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

After collecting students' scores based on their speaking tests, then their scores on each aspect was follow predetermined criteria. For more details, it was presented in table 3.4 as follows:

Table 3.3 Criteria of Speaking

Aspect	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Furthermore, in order to find out the number of scores obtained by students from the speaking test that has been done, then the researchers was used the formula that adapted from Arlin in Yanti (2017):

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

The formula can be explained as follow:

SA : Students' Speaking Ability

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

In conclusion, in order to classify the students' level in speaking the scale that used as follow:

Table 3.4 the Classification of Students' Speaking Ability

Score	Level of Ability
4.2 - 5.0	Excellent
3.4 - 4.1	Very Good
2.6 - 3.3	Good
1.8 - 2.5	Poor
1.0 - 1.7	Very Poor

(Adapted from Arlin in Yanti, 2017)

After found the classification of the students' speaking ability on descriptive text, the researcher presented the data into the next chapter.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher described the data obtained from the students' speaking test in retelling descriptive text. This data was taken from the second grade students at SMP YLPI Riau. Actually, the total samples were 28 students. However, because the test was conducted via online, especially WhatsApp, the number of samples obtained was only 21 students. In other words, there were 7 students who did not send their video because there was no news or clarity, thus ignoring the messages sent.

4.1 Data Description

In order to collect the data, the researcher conducted a speaking test. The test given was retelling a descriptive text about Alam mayang. Then, the score of the test consist of five indicators. The indicators measured were pronunciation, grammar, vocabulary, fluency and comprehension.

4.2 Data Analysis

4.2.1 Students 1

The first student's performed in retelling about Alam Mayang got 2 scores in pronunciation. He got 2 because his accent was intelligibled though often quite faulty, for examples:

1. Lark (large) should be /l r /
2. Rikesyen (recreation) should be /r kri eɪʃən/

3. Gein (green) should be /grin/
4. Prak (park) should be /p rk/
5. Wen (want) should be /w nt/
6. Shids (shades) should be / eɪdz/
7. Grain (green) should be /grin/
8. Refres (refresh) should be /rɪ fr ʃ/
9. min (mind) should be /maɪnd/
10. basi (busy) should be / bɪzi/
11. rountain (routine) should be /ru ti:n/
12. surfrais (surface) should be / s ɜ f s /
13. bisikal (bicycles) should be / baɪsɪk lɪz/

Similarly with fluency, he also got 2 scores because he was can handle with confidence but not with facility most social situations, including inductions and casual conversations about current events, as well as work, family, and autobiographical information, for examples: “oo...of green open...o...of” “ho...” “fo... has” “aaa... aaa...” “train...safary” “aaa...in” “this...this” “te...bridge”.

In grammar indicator he got 2,5 scores because the grammar control is quite good, although not detailed. The following are some grammar errors in her speaking:

1. “Is prak is location”, the use of to be "is" at the beginning of the sentence is not correct, it should be put after the subject. In addition, the word “location”

more accurately used for interrogative sentences such as "where is the location of Alam Mayang park?"

2. "hektar" this is incorrect, the correct is "hectars" because in this case the area mentioned is 24 hectars.
3. "boat", this is incorrect. We also should add "s" because the boat is plural or more than one.

Similarly, the comprehension component he was got 2,5 scores because he can get the gist of most conversations of non-technical subjects and the comprehension is quite complete at a normal rate of speech.

Furthermore, he was got 4 scores in component of vocabulary because he can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. It can be seen from the first student's script there is only one vocabulary which is not properly used, where there is the word "location" in the first paragraph of the second sentence.

In conclusion, the average score obtained was 2.6 and categorized "good".

4.2.2 Students 2

The second student got the same number of scores in 4 components of speaking; pronunciation, vocabulary, fluency, and comprehension, and the score is 2,5. She got 2,5 scores in pronunciation because her accent is intelligible though often quite faulty. The following are the examples of her mispronunciation:

1. Raik (large) should be /l r /

2. Rikesyen (recreation) should be /r kri eɪʃən/
3. Koper (concept) should be / k ns pt/
4. Gren (green) should be /grin/
5. Located (located) should be lo keɪt d
6. Stutebel (suitable) should be / sut b l/
7. Wen (want) should be w nt/
8. Prefes (refresh) should be /rɪ fr /
9. On (around) should be / ra nd/
10. Hers (hectares) should be / h k t rz/
11. Fitis (facilities) should be f sɪlɪtɪz
12. Weiter (water) should be / w t r/

Then, her scores in vocabulary was 2,5 because she has speaking vocabulary sufficient to express herself simply with some circumlocutions. However, she was used some vocabulary that does not fit with the context.

Likewise, she was got 2,5 scores in fluency because can handle with confidence but not with facility most social situations, such as: “om...space” “is... located” “to...hang...” “yur ...min” “has a...rff...” “and...sss...sud...su un...sud en,...and” “with...touris...who” “teir...tir...”.

Equally, her score in comprehension component was 2,5 because she can get the gist of most conversations of non-technical subjects. From her script we can see that the rate of her speech is normal.

Moreover, her score in grammar was 4. She was got 4 in grammar because she was able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Grammar errors only occur in the word "boat", it should be added with "s" because in this case the boats are plural.

As a final point, her average scores was 2,8 and categorized "good".

4.2.3 Students 3

The student 3 got 3,5 in term of comprehension because her comprehension was quite completed at a normal rate of speech. In this case, she can retell the descriptive text about Alam Mayang by following its generic structure.

However, she was obtained the higher score on the other speaking indicators; pronunciation, grammar, vocabulary, and fluency. She obtained 4 scores on each of these indicators. She was got 4 scores in pronunciation because errors in pronunciation are quite rare, for example in the following words:

1. Basi (busy) should be / bɪzi/
2. Erun (around) should be / ra nd/
3. Bicycle (bicycles) should be / baɪsɪk lɪz/
4. Krowded (crowded) should be / kra ɪ ɪ d /
5. Bet (both) should be /bo /

Similarly, her score in term of grammar is 4 because she was able to use the language accurately on all levels normally pertinent to professional needs. Errors

in grammar are quite rare. For instance on the first sentence in paragraph two, she did not add "s" to the word "hectar", which is wrong because in that sentence the surface area mentioned is 24 hectares which means plural.

In addition, she was got 4 scores in vocabulary because she can understand and participate in any conversation within the range of her experience with a high degree of precision of vocabulary. Along her speaking the only word that was not used accurately is “this park is location in...”, the word “location” is more appropriate when replaced with "located" or a verb to indicate the location of the place.

Furthermore, her score in fluency was 4. She was got 4 scores because she was able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of her experience with a high degree of fluency. Along her speaking only once paused, that is “ponds...”

As a result, her performed in retelling about Alam Mayang got the average scores 3.9 and it is categorized as "very good"

4.2.4 Students 4

Fourth student's performance in retelling a descriptive text about Alam Mayang was obtained the similar scores in pronunciation, vocabulary, and fluency. The score for each component was 3.5. In term of pronunciation his scores was 3,5 because errors never interfere with understanding and rarely

disturb the native speaker. Accent may be obviously foreign. The examples of mispronunciation in student 4 are:

1. Leks (large) should be /l r /
2. Plis (place) should be /pleis/
3. Wan (want) should be /w nt/
4. Hang (hang) should be /hæ /
5. Min (mind) should be /mand/
6. Hektar (hectares) should be / h k t rz/
7. Lots (lot) should be /l ts/
8. Tri (try) should be /tra/
9. Bbisikels (bicycles) should be / barsik lz/
10. Plying (flying) should be / flai /

Similarly, his score in vocabulary was 3,5 because he was able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. The inaccurate vocabulary that he mentioned is "dua puluh empat" this is incorrect, the correct one is "twenty four". In other words it is still in English.

Likewise, in fluency he was got 3,5 scores because he can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. Here are the examples of a pause when he retelling descriptive text about Alam Mayang: "the... concept" "ooof...fak facilities" "prens...presens" "Thef...therf...tif...therefore" "the...teri".

Furthermore, his score in grammar was 3 because his control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. The example of grammar errors in student 4 we can see from the script in the second paragraph, where there is a word that should be added with "s"; "hectar" and "holiday" become "hectars" and "holidays" because they are plural.

Meanwhile, the highest score he was got in the comprehension component. He was got 4 scores because he able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. It can be seen from the script, he kept retelling the text based on its generic structure.

Lastly, the average score of fourth student in retelling about Alam Mayang was 3,5 and categorized “very good”.

4.2.5 Students 5

The lowest score obtained by the fifth student was on fluency component. He was got score 2 because he can handle with confidence but not with facility most social situations. besides that, frequent repetitions and pauses, for instance: “space...This” “loka...syen” “min...” “Mayang...has has” “with...with” “be...bicycles...” “and...so on” “and...the...inte...resting...part” “the...presens” “of...a lekh...Leghton” “the...terfor...” “kroud...with” “tauris...wo” “spin...ter”.

However, in the comprehension component he was got better score, specifically 2,5 scores. He was got 2,5 scores for the reason that his comprehension is quite complete at a normal rate of speech, and he can get the gist of most conversations of non-technical subjects. It can be seen from his script, he keeps retelling the descriptive text according to its generic structure.

Additionally, in pronunciation and grammar he was got 3 scores. His pronunciation scores was 3 because his errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. His mispronunciation in retelling about About Alam mayang such as:

1. Rekreasyon (recreation) should be /r kri eɪʃən/
2. Lokasyen (located) should be / lo keɪt d/
3. Wan (want) should be /w nt/
4. Min (mind) should be /maɪnd/
5. Has (has) should be /hæz/
6. Arun (around) should be / ra nd/
7. Fasilitas (facilities) should be /f sɪlɪtɪz/
8. Presens (presence) should be / pr z ns/
9. Bridge (bridge) should be /brɪdʒ/
10. Terfor (therefore) should be / ð r f r/

Whereas, in grammar indicator he was got 3 scores because his control of grammar is good and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on

practical, social, and professional topics. The example of his grammatical error was in the first paragraph, specifically in the second sentence. He was mentioned “This park is lokasyen Jalan Imam Munandar”, it was incorrect because there is no preposition before the name of “Jalan”.

However, he was got the highest score in term of vocabulary. He was got 4 scores in vocabulary because he can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. In this case, one example of inappropriate vocabulary that he was mentioned on the sentence “...this park is always kroud with tauris wo wan to spin ter holidays”, the word “spin” is unsuitable for this sentence because the meaning is very different from the context he tells.

To conclude, he got 2,9 average scores in retelling descriptive text about Alam Mayang, and it was categorized “good”.

4.2.6 Students 6

The student’s 6 performed in retelling about Alam Mayang got the same score on the 4 components of speaking; pronunciation, grammar, fluency and comprehension. She was got 4 scores in pronunciation because her rrors in pronunciation are quite rare. And the only mispronunciation during her speaking is when she was mentiond “touris” (tourists) should be / t_rists/.

While, her grammar error only occurs on the word "arounds" it was wrong, the correct one is "around" without using "s". In this case, she was able to use the

language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Therefore, her score in grammar was 4.

Similarly, she was got 4 scores in fluency because she was able to use the language fluently on all levels normally pertinent to professional needs. From her script she was categorized fluent when speaking because she can speak fluently and very less of pauses, and the only pauses on her speaking is “the... presence”.

Additionally, her score in comprehension also got 4 scores because she can understand any conversation within the range of his experience. We can see from her script that she understand and able to retell the text according to its structure.

In addition, in vocabulary she was got the highest score because her speech on all levels is fully accepted by educated native speakers. And from her script there was no inappropriate vocabulary along her speaking. For that reason, she was got 4 score in term of vocabulary.

In conclusion, the average score of student’s 6 was 3,8 and categorized “very good”.

4.2.7 Students 7

The lowest score achieved by student 7 in retelling the descriptive text about Alam Mayang is on the vocabulary and fluency components, where the score obtained by each of these components is 2 scores. She got 2 scores in vocabulary because she has speaking vocabulary sufficient to express himself simply with

some circumlocutions. In other word, she was used some unsuitable word during her speaking, for examples:

1. “dua puluh empat” should be “twenty four”, in other word still use English.
2. “a lake wait water...” it was incorrect because the word “wait” is inappropriate for this sentence. It should be replaced with the vocabulary “with”.
3. “to spend this holidays” it was wrong because in this context the speaker tells about tourist. Therefore, the word “this” should be changed with “their” to replace the word "tourist".

Although, her score in fluency was 2 because she can handle with confidence but not with facility most social situations. In addition, there are some paused on her speaking performed such as: “in...in” “For do...for” “middle...of” “very...suitable” “surface...of eron...” “and...offers” “such...as fishing...ponds” “bisaik...bisaikel” “beik...ekros” “the sss...Siak” “Legh...ton” “the...trefor” “wait...”

Moreover, she was can got the gist of most conversations of non-technical subjects. As a result, her score in comprehension components was 2,5. It can be seen from the script that he can retell the descriptive text according to its generic structure and the rate of her speech was also normal.

Meanwhile, in the pronunciation and grammar components she was got the higher score, where on pronunciation she was got 3 scores, while in grammar her score was 3,5. Her score on pronunciation was 3 because her errors never interfere

with understanding and rarely disturb the native speaker. Accent may be obviously foreign. The following are some mispronunciation she made throughout her speaking:

1. loketed (located) should be / lo kert d/
2. wen (want) should be / w nt /
3. spid (spend) should be / sp nd /
4. wait (with) should be / wi ð /
5. sades (shades) should be / eidz /
6. refres (refresh) should be / ri fr /
7. daring (during) should be / dj ri /
8. eron (around) should be / ra nd /
9. monkey (monkey) should be / m ki /

He was got 3,5 scores in term of on grammar because her control of grammar was good. Able to speak the language with sufficient structural accuracy. Her grammatical error occurs in the first sentence “Green open space”. in this case, she did not put the subject and to be for this sentence, consequently this sentence becomes incomplete.

To sum up, student’ 7 speaking ability in retelling descriptive text was categorized “good” and got the average scores 2,6.

4.2.8 Students 8

The student 8 scored very low on the 3 components of speaking ability. She was obtained 1 score on the pronunciation, fluency and comprehension indicators.

She was got 1 score in pronunciation because her errors in pronunciation are frequent but cannot be understood by a native speaker, for instance:

1. Renstendional (Recreational) should be / r kri eɪʃən l/
2. Leger (large) should be /l r /
3. Konede (concept) should be / k ns pt/
4. Gred (green) should be /grin/
5. Spencil (space) should be /speɪs/
6. Pek (park) should be /p rk/
7. Kontej (located) should be /lo kert d/
8. Fon (for) should be /f r/
9. Do (those) should be /ðo z/
10. Hon (who) should be /hu/
11. Spei (spend) should be /sp nd/
12. Timel (time) should be /taim/
13. Citi (city) should be / sɪti/
14. Suitelen (suitable) should be / sut b l/
15. Spence (place) should be /pleɪs/

Similarly, her score in fluency was 1 because during his performance there were many pauses and during her performance there were many pauses, and her speech was also halting and incomplete, such as: “with...het ng...” “open aa...spencil...en” “hiir...pek” “mmm...Pekanbaru” “suu...fenco” “en of... ron” “kof...offers wen...mey” “mmm...a lake” “mmm...weter” “nnn... banana boats” “ou...cet di in e in...addit...en” “is...tening”.

In addition, her score in comprehension was also 1 because within the scope of her very limited language experience, cannot understand simple questions and statements. In this case, even she retells the descriptive text based on the generic structures but it was cleared that she did not understand the whole content of the text.

Whereas, her scores was higher in term of grammar and vocabulary. She was got scores 1,5 in vocabulary because her speaking vocabulary inadequate to express anything but the most elementary needs, for illustration:

1. "...the park is always crowded will tourist...". The word "will" in this sentence unsuitable. It should be replaced with the word "with".
2. "...a lake will water bicycles...". This is incorrect. The word "will" also should be replaced with "with".

Furthermore, her score in grammar was also higher. She was got 2,5 scores because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar, for instance:

1. "...with shades of green in the middle on citi" this is incorrect. This word should be changed using "...with shades of green in the middle of the city" because "on" used for preposition and "the" for the article.
2. "dua puluh empat" should be replaced in English form "twenty four".

Finally, the average score for student's 8 was 1,4 and categorized "very poor".

4.2.9 Students 9

In retells the descriptive text about Alam Mayang, the most dominant problem for this student was in terms of pronunciation, vocabulary, fluency and comprehension. Her scores in pronunciation and vocabulary was 2, while in fluency and comprehension her scores was 1,5. She was got 1 score in pronunciation because her errors in pronunciation are frequent but cannot be understood by a native speaker, such as:

1. Resional (Recreational) should be / r kri eɪfən/
2. Kontek (concept) should be / k ns pt/
3. Loket (located) should be / lo kert d/
4. Wat (want) should be / w nt/
5. Spin (spend) should be / sp nd/
6. Bus (busy) should be / bɪzi/
7. Rutioned (routine) should be / ru tin/
8. Surifes (surface) should be / s rf s/
9. Bikels (bicycles) should be / baɪsɪk lɪz/
10. Trais (train) should be / tren/
11. Outer (others) should be / ð rɪz/
12. Ritising (interesting) should be / ɪnt r stɪ /
13. Prises (presence) should be / pr z ns/
14. Brigen (bridge) should be / brɪdʒ/
15. Elwey (always) should be / l weɪz/

Similarly, she was got 1 score in vocabulary components because her speaking vocabulary inadequate to express anything but the most elementary needs. For examples:

1. “to spin time with shades of green...” this is inappropriate. The word “spin” should be replaced with “spend” because the meaning more suitable in this context.
2. “the het area...” this is also unsuitable. The word “het” should be removed because the context of this sentence about the park area.

While, her score a bit higher in fluency component that was 1,5 scores. Her scores 1,5 because she was begins to be able to handle confidently but not with the facilities of most social situations, for examples: “Alang Mayang...aa...resional” “with...aa...get” “open...space” “pek...this” “those...want” “wee...wat” “and...can refresh aa...med” “during daily...” “hanns...surifes” “haff...hff...twetif hektar...hof” “safary...trais ,aaa...flying fox” “mmm...the” “from...outside aan...the”.

In the same way, her scores in comprehension was 1,5 too because the scope of her very limited language experience. We can see from her script, even the text retells by following its generic structure but she did not understand the simple statements from the text.

On the other hand, her score in terms of grammar was higher. She got 2,5 scores because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar, for instance:

1. “for those how want...” it was incorrect. The correct is “for those who want...” because usually “how” used as question.
2. “Siak Rivers” it was incorrect because the Siak River only one or singular. Therefore, we do not need to add “s” at the end of the word “river”

To sum up, the student’s 9 was categorized “very poor” with the average scores 1,4.

4.2.10 Students 10

In retelling the descriptive text about Alam Mayang, the tenth student scored was 3,5 on pronunciation. She was obtained a similar score on the grammar and fluency component. Her score was 3,5 in pronunciation because her errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign, such as:

1. Lert (large) should be /l r /
2. Lokesyed (located) should be / lo keit d/
3. Hong ot (hang out) should be /hæ a t/
4. Saks (such) should be /s /
5. Bayklas (bicycles) should be / bairsik lz/
6. Presen (presence) should be / pr z ns/
7. Braik (bridge) should be /brɪdʒ/

Moreover, her score also 3,5 in grammar because her control of grammar was good. Able to speak the language with sufficient structural accuracy, but there

are still some grammar mistakes such as: “This park in located...” it was incorrect because there is no to be. Therefore, “in” should be replaced with “is”.

Likewise, in term of comprehension she was got scores 3,5 because her comprehension is quite complete at a normal rate of speech. It can be seen from her scrip, she was retell the descriptive text about Alam Mayang in sequence by following its generic structures. In addition, we also can see that she understand with the content of the text.

In terms of vocabulary and fluency she was got the lower scores that was 3. She was got 3 scores in vocabulary because she only able to speak the language with sufficient vocabulary to participate. Vocabulary is broad enough that she rarely has to grope for a word. The examples of her inappropriate vocabulary such as:

1. “...always crowded with tourists who want to spin their holidays”. In this sentence, the use of the word "spin" is not suitable because the meaning does not relate to the intended topic, it should be replaced by a more suitable word, "spend".
2. “...banana boats, flying fox and sun”. The word “sun” should be replaced with “so on” because the meaning is to say that there are other games, for that reason the usage of this word more appropriate.

While, in fluency component she was got 3 scores also because she can discuss particular interest of competence with reasonable ease. Rarely has to

grope for words. The examples of her non-fluency in speaking such as: “Sss...Saks” and “ss...sun”.

In the last part of explanations, she was got the average scores 3,3 and categorized “good”.

4.2.11 Students 11

The highest score obtained by eleventh student in retelling the descriptive text about Alam Mayang was 4 on the pronunciation and grammar components. Unfortunately, her scores lower on fluency, which are 3.5. And for the lowest scores she gets on the vocabulary and comprehension components, which are 3. In term of pronunciation she got score 4 because her errors in pronunciation are quite rare. The examples of her mispronunciation such as:

1. spish (space) should be /speɪs/
2. spin (spend) should be /spɛnd/
3. shedes (shades) should be /eɪdz/
4. byusi (busy) should be /bɪzi/
5. weter (water) should be /ˈwɔːtə/
6. seik (sight) should be /saɪt/
7. reiver (river) should be /ˈrɪvər/

Equally, her score in term of grammar also 4 because she was able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Luckily, there is no grammar errors during her performed in retelling descriptive text about Alam Mayang.

Then, her score in fluency was 3,5 because she can discuss particular interest of competence with reasonable ease, and rarely has to grope for words. In this case, along her performed she was very less of paused, the only example is “ponds...”

Meanwhile, her score 3 in vocabulary component because she was able to speak the language with sufficient vocabulary to participate effectively, and vocabulary is broad enough that she rarely has to grope for a word. Along her performed, there are inappropriate vocabularies that she used, such as:

1. “...who want to spin time with shades of green...”. The word “spin” should be replaced with “spend” because the meaning more suitable with its context.
2. “...both local and outside the region to spin their holidays”. In this sentence the word “spin” also more accurately replaced with “spend”.

Similarly, her score in term of comprehension also 3 because her comprehension is quite complete at a normal rate of speech. It can be seen from her script that she was understand with the content of the text, consequently she can retell it well by following the generic structures of descriptive text.

To conclude, in retelling descriptive text about Alam Mayang her average scores was 3,5 and categorized “very good”.

4.2.12 Students 12

The result of student's 12 speaking ability in retelling descriptive text was variations in each component of speaking ability. She was got lowest score in term of fluency because she cannot use the language fluently and there was so many pauses during her performed, such as: For instance "spid...of grim...open" "hektar...hmm..." "And...de intresing...and...the intresing... intresing" "pris...the priset of Legtu..." "rok...krow...krowd...is olrai" "trour...with touric", consequently she was got scores 1,5 in fluency.

However, she was got the higher scores in terms of pronunciation, vocabulary and comprehension. In pronunciation she was got scores 2,5 because her accent is intelligible though often quite faulty, for instance:

1. rak (large) should be /l r /
2. kompid (concept) should be / k ns pt/
3. spid (space) should be /speis/
4. grim (green) should be /grin/
5. plit (place) should be /pleis/
6. surfait (surface) should be / s rf s/
7. fasilitas (facilities) should be /f silitiz/
8. biclis (bicycles) should be / barsik lz/
9. priset (presence) should be / pr z ns/
10. brik (Bridge) should be /brɪdʒ/
11. krowded (crowded) should be / kra did/

12. touric (tourists) should be / t_rists/

Similarly with pronunciation, she was got scores 2,5 also in vocabulary component because she has speaking vocabulary sufficient to express himself. The inaccurate vocabulary that she mentioned during his speaking such as: "...always crowded with tourists who wan to spin their holidays". On that sentence, the word "wan" was incorrect because the meaning is much different from the context that is told, similarly with the word "spin". Therefore, the correct sentence should be "...always crowded with tourists who want to spend their holidays".

Additionally, in term of comprehension she can get the gist of most conversations of non-technical subjects. It can be seen from her script that she can catch and retell the core of the text about the Alam Mayang. Therefore, her score in comprehension component was 2,5.

Moreover, the highest score from her performed was in grammar. She was got scores 3 because her control of grammar was good, and able to speak the language with sufficient structural accuracy. The only errors in her grammar were in usage of singular and plural. The following are the explanations:

1. "24 hektar" by look at the context, it should be added with "s" because it was plural. Therefore, the correct one is "24 hectars".
2. "banana boat" also need to be added "s" at the end of the word because it was also plural.

In conclusion, the average score of student's 12 was 2,4 and categorized "poor".

4.2.13 Students 13

The student' 13 speaking ability in retelling descriptive text got 2 score in term of fluency because she can handle with confidence but not with facility most social situations. The examples of non-fluently during her performed are: "open house...open...open space" "in...Jalan" "Pekanbaru...Alam Mayang" "is...a" "suitable... place is...if you want..." "yur...yur mind" "has...has" "duap...24" "you...you" "banana boats... flying fox...and so on..." "this...aaa...this park" "Leghton...Bridge" "herefore...therefore...this park...is" "krow...ded" "wo...www...want".

Meanwhile, she was got better score in comprehension component. Her score was 2,5 because she can get the gist of most conversations of non-technical subjects. In this case, from her script we know that she understand with the contents of the text, therefore she was able to retell it.

In addition, her scores in term of grammar got better than the component before. She was got scores 3 because her control of grammar was good and able to speak the language with sufficient structural accuracy. However, still there are errors on her grammar, such as: "banana boat" this word should be added with "s" because it was plural. The correct is "banana boats".

Additionally, her score in pronunciation was 3,5 because errors never interfere with understanding and rarely disturb the native speaker and the accent may be obviously foreign, for instance:

1. Lejer (large) should be /l r /
2. Refries (refresh) should be /rɪ fr /
3. Yur (your) should be /j_r/
4. Fasilitas (facilities) should be /f_sɪlɪtɪz/
5. Presens (presence) should be / pr z ns/
6. Krowded (crowded) should be /_kra_dɪd/
7. Toures (tourists) should be /_t_rɪstɪs/

Furthermore, in term of vocabulary she was got scores 3 because she was able to speak the language with sufficient vocabulary to participate effectively and her vocabulary is broad enough that she rarely has to grope for a word. Examples of inaccurate usage of vocabulary are: "...with the concept of green open house...", the word "house" should be switched with the word "space" to make the meaning becomes more detailed and in accord with the context.

In summary, the student's 13 speaking ability was 3 and categorized "good".

4.2.14 Students 14

The speaking ability of student' 14 in retelling descriptive text about Alam Mayang got the highest score in grammar and fluency indicator. He was got 2,5 score in grammar because he can usually handle elementary constructions quite

accurately but does not have thorough or confident control of the grammar. The examples of grammatical errors during his speaking such as: “Alam mayang recreational park is a large recreation park with they concept of...” it was incorrect because the word “they” should be replaced with the article “the”

While, in term of fluency he was got scores 2,5 also because he can handle with confidence but not with facility most social situations, for example: “in...in middle” “very sta...is very stabel” “has a ss... Alam Mayang has a” “24...hectares” “many...fesiliti” “perfor...besikel”.

Meanwhile, he was got the lower scores in pronunciation and vocabulary. In pronunciation his accent is intelligible though often quite faulty, consequently he was acquired scores 2. His mistakes in term of pronunciation such as:

1. Reketional (Recreational) should be / r kri eɪʃən l/
2. Lark (large) should be /l r /
3. Sped (space) should be /speɪs/
4. Spid (spend) should be /sp ɛnd/
5. Bats (busy) should be / bɪzi/
6. Rout (routine) should be /ru ti:n/
7. Efer (offers) should be / f ɔ:z/
8. Fesiliti (facilities) should be /f ɪsɪlɪtɪz/
9. Pods (ponds) should be /p ɒndz/
10. Menkei (monkey) should be / m ɒki/
11. Edition (addition) should be / dɪʃən/

12. Retion (region) should be / ri n/

13. Spid (spend) should be /sp nd/

Equally, his score in vocabulary also 2 because, he has speaking vocabulary sufficient to express himself simply with some circumlocutions, for examples”

1. “green open sped”, in this case the word “sped” should be changed with “space” because the context tells about park. Therefore, the word “space” was more suitable.
2. “...refresh your mid during a bats daily rout” should be replaced with “...refresh your mind during a busy daily routine” because the word “mid” “bats” “rout” unsuitable and unrelated to the topic he was talking about.

Lastly, he was got the lowest score in term of comprehension. He was got scores 1,5 because within the scope of his very limited language experience, he cannot understand simple questions and statements. We can see from the script that although he could retell the text according to its generic structures, it was clear that he did not understand at all.

To sum up, in retelling the descriptive text about Alam Mayang he was categorized “fair” with the average scores 2,1.

4.2.15 Students 15

The student' 15 got the same scores in term of pronunciation, fluency and comprehension, where the scores for each components were 4. She was got 4

score in pronunciation indicator because errors in pronunciation are quite rare.

The mispronunciation occurs only in a few words, such as:

1. luketid (located) should be / lo kert d/
2. shids (shades) should be / eɪdz/
3. refresh (refresh) should be /rɪ fr /
4. presens (presence) should be / pr z ns/
5. breik (Bridge) should be /brɪdʒ/

Similarly, she was got 4 in term of fluency because able to use the language fluently on all levels normally pertinent to professional needs. Besides that, there are only a few pauses. For examples: “24...hectares” “facili...ties” “is the...ssp...presens”.

In the same way, her score in comprehension was 4 because she can understand any conversation within the range of his experience. In this case she was also retelling about Alam Mayang by following the generic structures of descriptive text.

Moreover, she was got the higher score than the components before. Her score in grammar was 5 because equivalent to that of an educated native speaker. In this case, there is no grammatical error during her performed.

Likewise, in term of vocabulary her speech on all levels is fully accepted by educated native speakers in all its features, for that reason her score was also 5.

As a final point, the student's 15 speaking ability was categorized “excellent” in retelling the descriptive text about Alam Mayang, and the average score she was got 4,4.

4.2.16 Students 16

The speaking ability of student' 16 in retelling about Alam Mayang got scores 3,5 in the component of vocabulary and comprehension. He was got 3,5 score in vocabulary because he was able to speak the language with sufficient vocabulary to participate effectively and his vocabulary is broad enough that he rarely has to grope for a word. The unsuitable vocabularies during his speaking are:

1. “...always crowded with tourist who wen to spin their holidays”, in this case the word “wen” should be replaced with “want” and the word “spin” should be changed with “spend” so that the meaning more accurate with the topic being told.
2. “24 hekters” should be switched with “24 hectares” to make the meaning of the sentence correct.

Equally, his score in comprehension component was 3,5 also because his comprehension was quite complete at a normal rate of speech. It can be comprehended from his script that he can speak with normal rate of speech and follows the generic structures.

Furthermore, he was got the higher score in term of pronunciation and fluency, where the scores of each component were 4. Based on his performed in

retelling about Alam Mayang he was got 4 score in pronunciation because errors in pronunciation are quite rare, for examples:

1. Konsef (concept) should be / k ns pt/
2. Spis (space) should be /spers/
3. Min (mind) should be /mamd/
4. Hektars (hectares) should be / h k t rz/
5. Fasilitas (facilities) should be /f silitiz/
6. Presen (presence) should be / pr z ns/
7. Elways (always) should be / _l weiz/

Similarly, his score in fluency also 4 because he was able to use the language fluently on all levels normally pertinent to professional needs. In this case, the pauses during his performed such as: “place...if” “hekters...with” “tri...sas as” “is...the presen” “Leghton...berj...” “with...trowsih”.

Additionally, the highest score he was got 4.5 in term of grammar. It was because his control of grammar was good and able to speak the language with sufficient structural accuracy.

As the result, the student’s 16 speaking ability in retelling descriptive text was 3,9 as his average score and categorized “very good”.

4.2.17 Students 17

The result of student’s 17 in performed retelling about Alam Mayang got the lowest score in term of fluency. He was acquired score 2,5 because she can

discuss particular interest of competence with reasonable ease and rarely has to grope for words. In this case, she always wrong and repeat the sentences during her performed such as: “Mum...nandar” “Fa...those” “hectares...and” “faklitis...sok...os...fishing...ponds” “with...water” “safary...train” “others...in addition...” “in...the...the intereksting” “park is...is” “of... a braig...across”.

Furthermore, she was got the same scores in pronunciation and comprehension components, where the scores of each component were 3. She was got 3 score in term of pronunciation for the reason that the errors never interfere with understanding and rarely disturb the native speaker. Then, the accent may be obviously foreign such as:

1. Lerk (large) should be /l r /
2. Spid (spend) should be /sp nd/
3. Basi (busy) should be / bizi/
4. Survei (surface) should be / s rf s/
5. Faklitis (facilities) should be /f silritiz/
6. Bisaikel (bicycles) should be / baisik lz/
7. Intereksting (interesting) should be / int r sti /

Similarly in comprehension component, she was got 3 score also because her comprehension was quite complete at a normal rate of speech. In this case, she was retelling the descriptive text about Alam mayang by follows it generic structures, and it can be seen from his script.

On the other hand, her scores in terms of grammar and vocabulary better than the other components. Her score in grammar was 3,5 because her control of grammar was good and able to speak the language with sufficient structural accuracy.

Equally, her score in vocabulary component was 3,5 also because she was able to speak the language with sufficient vocabulary to participate effectively and her vocabulary was broad enough that she rarely has to grope for a word. The following were her mistakes in term of vocabulary:

1. "...for those who want to spid time with shades of green in...", in this sentence the word "spid" inappropriate with the context and should be replaced with "spend".
2. "...bombom cars, monkey perform and others", the word "perform" should be replaced with "monkey performance"

To sum up, the 17th student's average score was 3.1 on her speaking ability and categorized as "good".

4.2.18 Students 18

The 18th student's speaking ability got the same lowest score on the pronunciation and comprehension components. She was got 2,5 score in pronunciation because her accent is intelligible though often quite faulty and is still there were many mispronunciation occurs during speaking, such as:

1. Spis (space) should be /speis/

2. Lokentid (located) should be / lo k eɪ t d/
3. Spis (spend) should be /sp ɛ nd/
4. Sendes (shades) should be / eɪ dz/
5. Surfres (surface) should be / s ɜ f s/
6. Hoters (hectares) should be / h ɛ t ɜ z/
7. Fasilitas (facilities) should be / f ɪ sɪ lɪ tɪ z/
8. Sing (sight) should be /saɪ t/
9. Kroddid (crowded) should be / kra dɪ d/
10. Touris (tourists) should be / t ɜ rɪ stz/

Likewise, her score in term of comprehension was 2,5 because she can get the gist of most conversations of non-technical subjects and the comprehension quite complete. Further, form her script we can see that she understand and able to retell the text.

Otherwise, she was got the highest score in term of grammar because she was able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar were quite rare. In this case, her error in grammar only for the word “Siak Rivers”, it should be replaced with “Siak River” because the Siak River was only one, it means singular.

In addition, her score in vocabulary was 3,5 because she was able to speak the language with sufficient vocabulary to participate effectively, then her vocabulary was broad enough that she rarely has to grope for a word. The following are her mistakes in vocabulary:

1. "...offers many facilities sun as...", the word "sun as" should be switched with "such as" because this word wants to show an example of the context being told.
2. "the interesting sing from this park is...", in this case the word "sing" should be changed with "sight" because the text did not tells about "sing" or the like.

Additionally, her score in fluency was 3 because she can discuss particular interest of competence with reasonable ease and rarely has to grope for words. In her performed, she was still make a bit pauses such as: "suiteee...bel" and "presen...se".

In conclusion, the average score of her speaking ability was 3,1 and categorized "very good"

4.2.19 Students 19

The students' speaking ability got the lowest score in students 19. Her score in term of fluency was 2,5 because she can handle with confidence but not with facility most social situations. In addition, she was rarely has to grope for words. Along her performed, her pauses in fluency such as: "is...a" "suitable...place" "to...hang out" "that you... that".

While, in term of pronunciation she was got the better score. Her score in pronunciation was 3 because errors never interfere with understanding and rarely disturb the native speaker, and her accent may be obviously foreign, for examples:

1. A (a) should be / /

2. Rekerasyen (recreation) should be / r kri eɪʃən/
3. Konsef (concept) should be / k ns pt/
4. Eron (around) should be / ra nd/
5. Fasilitas (facilities) should be /f sɪlɪtɪz/
6. Istasting (interesting) should be / int r sti /
7. Presences (presence) should be / pr z ns/
8. Crowded (crowded) should be / kra dɪd/
9. Touris (tourists) should be / t rɪsts/

Equally, her score in comprehension was 3 because her comprehension was quite complete at a normal rate of speech. In this case, she can understand and retell the text correctly by following its generic structures. It can be seen from her script in retelling the descriptive text about Alam Mayang.

Furthermore, she was got the better score in terms of grammar and vocabulary. Her score in grammar was 3,5 because her control of grammar was good, and she was able to speak the language with sufficient structural accuracy to participate effectively. In this case, her control grammar was quite good. It can be seen from her script.

Likewise, her score in vocabulary component also 3,5 because she was able to speak the language with sufficient vocabulary to participate effectively. Then, vocabulary is broad enough that he rarely has to grope for a word. The examples of vocabulary that are not properly used during her performed such as:

1. “This park is located in street Imam Munandar, Pekanbaru”, the word “street” in this sentence was unsuitable because there is no street Imam Munandar, Pekanbaru, even though the word “street” means Jalan, as the result should be changed becomes “Jalan Imam Munandar, Pekanbaru”.
2. “...if you wan to hang out...” the word “wan” should be replaced with “want” so that the meaning becomes clear and appropriate with the context.

Finally, the average score she was got in retelling about Alam Mayang was 3,1 and categorized “good”.

4.2.20 Students 20

In retelling descriptive about Alam Mayang, the student’s 20 got the same scores in 3 components of speaking ability; pronunciation, fluency and comprehension. Her score in term of pronunciation was 3 because errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. The following are mispronunciation occurs during her performed:

1. Large (large) should be /l r /
2. Kongkep (concept) should be / k ns pt/
3. Spais (space) should be /speis/
4. Lokted (located) should be / lo kert d/
5. Ektiviti (activity) should be /æk tɪvɪti/
6. Surfais (surface) should be / s rf s/
7. Faklitis (facilities) should be /f sɪlɪtɪz/

8. Bikaikels (bicycles) should be / barsik lz/
9. Breik (bridge) should be /bridz/
10. Wu (who)) should be /hu/

Likewise, her score in fluency was 3 because she can discuss particular interest of competence with reasonable ease. Rarely has to grope for words, but still there are pauses such as: “spais...this” “Pekanbaru... Alam...Mayang...” “twenty...four...” “interesting...part” “tourists...wu” “spend...their”.

Equally, her score in comprehension was also 3 because she can understand any conversation within the range of his experience. It can be seen from her script that, she understands with the content of the text. Therefore, she can retell the text sequentially based on its generic structures.

Furthermore, in term of grammar and vocabulary she was got the higher scores rather than the other component of speaking ability that was explained before. Her score in grammar was 3,5 because her control of grammar was good and able to speak the language with sufficient structural accuracy to participate effectively. In this case, she can retell the descriptive text about Alam Mayang with control of grammar was good. Therefore, there was no error on her grammar.

In the same way, her score in vocabulary was also 3,5 because she was able to speak the language with sufficient vocabulary to participate effectively. Then, the vocabulary is broad enough that he rarely has to grope for a word. Based on her script, the only error on her vocabulary is: “...this park is always crowded with tourists who wen to spend their holidays”, the word “wen” should be

replaced with “want” because the meaning more appropriate with the context of this sentence.

Lastly, the average score obtained by student’s 20 was 3.2 and categorized "good".

4.2.21 Students 21

The last student’s performed in retelling descriptive text about Alam Mayang got the lowest scores in term of pronunciation. He was got scores 2 in pronunciation because her accent was intelligible though often quite faulty. Here are some of the words she mispronounced:

1. Large (large) should be /l r /
2. Kongkep (concept) should be / k ns pt /
3. Spik (space) should be /spers/
4. Suitabel (suitable) should be / sut b l/
5. Plis (place) should be /pleis/
6. Has (has) should be /hæz/
7. Aron (around) should be / ra nd/
8. Fasilitas (facilities) should be /f silitiz/
9. Water (water) should be / w t r/
10. Bikels (bicycles) should be / bairsik lz/
11. Filing (flying) should be / flar /
12. Presen (presense) should be / pr z ns/

Furthermore, her scores in vocabulary and fluency component got better. Her score in vocabulary was 2,5 because has speaking vocabulary sufficient to express himself simply and able to speak the language, but still there are some inappropriate vocabularies during her speaking performed such as:

1. “Alam Mayang is a very suitable place if you wen to hang out”, the word “wen” in this sentence should be replaced with “want” in order to make the meaning clear and suitable with the context.
2. “...banana boat, flying fox and sun”, the word “sun” I this case also unsuitable with the context of the text. Consequently, it should be changed with the word “so on”.

In the same way, she was got scores 2,5 in fluency component because she can handle with confidence but not with facility most social situations, and rarely has to grope for words. The examples of pauses in her performed such as: “hang...hang out” “around...” “hektar...with” “tri...suk” “bikels...banana boat” “and...and sun” “intersting...part” “breik...defor” “park...is” “crowded...with...tourists to...wen to spid...their”

Moreover, her scores in term of grammar and comprehension were also got better than before. Her score in grammar was 4 because she was able to use the language accurately on all levels normally pertinent to professional needs and errors in grammar are quite rare. Here are some grammatical errors during her performed:

1. "...with the concept or green open space...", in this sentence she should be used the preposition "of" because based on the context the "green open space" is a noun must be followed by preposition "of" in front of it.
2. "This park it located in Jalan Imam Munandar...", in this sentence there is no to be after the subject. For that reason, it should be changed becomes "this park is located in Jalan Imam Munandar..."

Likewise, her score in comprehension was 4 because she can understand any conversation within the range of his experience. It can be seen from her script, we know that she was understand with the content of the text. For that reason, she can retell the text by followed its generic structures.

As a final point, the average scores of the last student's speaking ability in retelling the descriptive text about Alam Mayang was 3 and categorized "good".

4.3 The Result of Data

In collecting data in this study, the researcher used a speaking test. In addition, this speaking test has been carried out online, specifically via Whatsapp. This test should be completed in 3 days. However, because of many obstacles faced by students in completing the test, for that reason this data collection was carried out since 19th August 2020 until 18th September 2020. In this case the students have retold the descriptive text about Alam Mayang.

To get the result of the students' speaking test, the researcher calculated the students' score based on the scoring rubric determined. The following is a table

that shows the results of the students' speaking ability based on the test that have been conducted:

Table 4.1 Students Speaking Ability Scores

NO	Students	SA/ Mean of Rater 1	SA/ Mean of Rater 2	Total	SA/ Mean	Category
1	Students 1	2.8	2.4	5.2	2.6	Good
2	Students 2	3	2.6	5.6	2.8	Good
3	Students 3	4.2	3.6	7.8	3.9	Very Good
4	Students 4	3.8	3.2	7	3.5	Very Good
5	Students 5	2.8	3	5.8	2.9	Good
6	Students 6	4.2	3.4	7.6	3.8	Very good
7	Students 7	2.8	2.4	5.2	2.6	Good
8	Students 8	1.4	1.4	2.8	1.4	Very Poor
9	Students 9	1.4	1.6	3	1.5	Very Poor
10	Students 10	3.6	3	6.6	3.3	Good
11	Students 11	3.6	3.4	7	3.5	Very good
12	Students 12	2.6	2.2	4.8	2.4	Poor
13	Students 13	3	3	6	3	Good
14	Students 14	2.6	1.4	4.2	2.1	Poor
15	Students 15	4.4	4.4	8.8	4.4	Excellent
16	Students 16	4.4	3.4	7.8	3.9	Very good
17	Students 17	3.4	2.8	6.2	3.1	Good
18	Students 18	3.4	2.8	6.2	3.1	Good
19	Students 19	3.4	2.8	6.2	3.1	Good
20	Students 20	3.4	3	6.4	3.2	Good
21	Students 21	3.2	2.8	6	3	Good
Total		67.4	58.8	-	63.1	-
Mean		3.2	2.8	-	3	-

To sum up, from table 4.1, we can see that the total scores of the first rater was 67.4 with the average scores 3.2. Meanwhile, the total scores of the second rater was 58.8 with the average scores 2.8. As a result, the total mean of first rater was 63.1 with the mean scores 3.

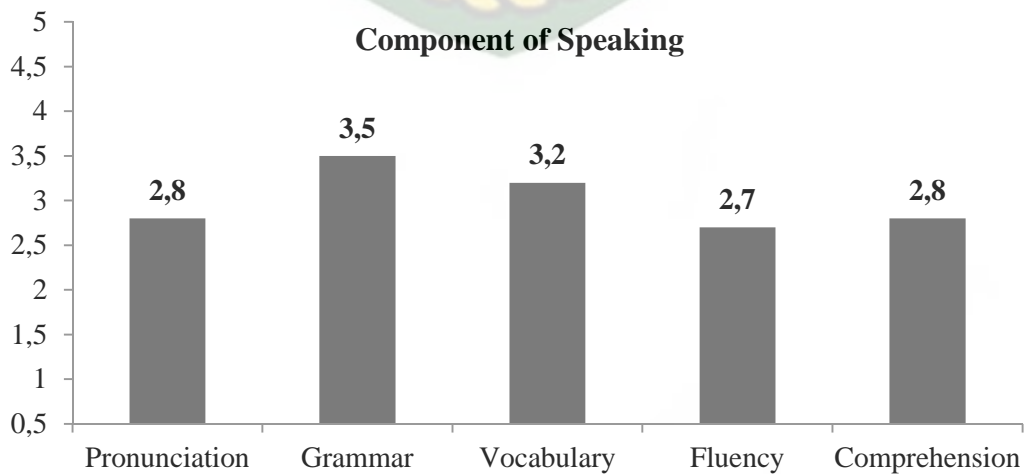
Table 4.2 Number of Students' Speaking Score in Retell Descriptive Text

No	Score	Category	Number of Students
1	4.5 - 5.0	Excellent	1
2	3.5 - 4.0	Very Good	5
3	2.5 - 3.0	Good	11
4	1.5 - 2.0	Poor	2
5	0.5 - 1.0	Very Poor	2
Total			21

Based on the table above, it can be presented that 1 student got score 4.5 - 5.0 and categorized “Excellent”, 5 students got score 3.5 - 4.0 and categorized “Very Good”, 11 student got score 2.5 - 3.0 and categorized “Good”, 2 students got score 1.5 - 2.0 and categorized “Poor”, 2 students got score 0.5 - 1.0 and categorized “Very Poor”. As a final point, it can be concluded that most of the students categorized “Good” in retelling descriptive text.

The following is a graph showing the results of students' speaking skills in retelling descriptive texts:

Figure 4.1 Students’ Speaking Ability in Retelling Descriptive Text for Each Component



From the data shown by the diagram, we can see that the students' speaking ability in the pronunciation component the average score was 2.8. In this case, the pronunciation errors that are often found by researchers in students are words that are not common and they rarely use in daily communication. For that reason, when they want to mention the unfamiliar word they need to grope and end up mispronouncing it. In summary, although there are still many mispronunciations and the accents are sometimes unfamiliar, overall their pronunciation was still "good" because these pronunciation errors rarely disturb the listener's understanding.

Furthermore, the average of the students' speaking ability in grammar component was 3.5, and from five components of speaking ability, this is the highest average. From this research I found that only a few students made mistakes in using grammar. This happens because in retelling the descriptive text, the researcher has provided the topic and the text. So, when retelling the text most students tend to be fixated on the text that has been given. However, there were students who mistakenly use grammar, especially in the use of "s" in a word which means plural and singular. They often use "s" in singular words, and vice versa. In conclusion, most of students rarely make mistakes and still have good control in grammar. As a result, the students' speaking ability in grammar component was categorized very good.

In addition, the diagram was also shows that the average of students' speaking ability in vocabulary component is a bit lower than grammar, which is 3.2. As for the reason because they often mispronounce the word, so that the word

they say has very different meaning from the context that was previously told. However, this misappropriate of vocabulary only occurs in few words along their performed. So the conclusion is although their vocabulary knowledge is still limited, they are still able to understand and retell the text. As a result, the students' speaking ability in the vocabulary component was categorized good.

Then, the average of students' speaking ability in fluency component was 2,7. It was the lowest average of the five components of speech. In this case, the researcher saw that during their performance the students often paused, repeated mentioning words and pronounced words incompletely. However, not all the students have problems with fluency, because there are still some students who have good ability to speak fluently. For that reason, the conclusion for the students' speaking ability on the fluency component is still categorized "good" because they can still handle it.

Lastly, the average of students' speaking ability in comprehension component was 2,8. It was due to several reasons such as their lack of understanding with the text retold; consequently most of them are not sure what the text describes about. Therefore, it is concluded that the students' speaking ability in the comprehension component is still categorized "good".

As a final point, the average score of the second grade students' speaking ability in retelling descriptive texts was 3 categorized "good". Furthermore, from the results of these data it can be concluded that the most dominant problem faced by students in speaking is on fluency component.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was conducted at SMP YLPI Riau P. Marpoyan Pekanbaru. Wherever, from a total of two classes, the researcher took one class as the research sample. Then, the sample was second grade students. Then, this study focused on analyzed the students' speaking ability in retelling descriptive texts and finding the most difficult aspects for students in speaking. From this time, based on the scores that have been given by two raters and analyzed by the researcher, the conclusions that can be concluded are as follows: first, the students' average score in the pronunciation component was 2.8 because even though they are often incorrect in pronunciation, it does not affect with the listener's understanding and was categorized as good.

Then, the students' speaking ability in term of grammar was 3,5, because only few students who made mistakes in using grammar and their control in grammar still good. As a result, the students' speaking ability in grammar component was categorized very good.

Furthermore, although the students' vocabulary is still limited, they rarely have to grope. In addition, inappropriate vocabulary also occurs only in a few words, accordingly it can still be understood by native speakers. Therefore, the student's speaking ability score in the vocabulary component was 3.2 and categorized very good.

On the other hand, the students' speaking ability score in the fluency component was only 2.7 and became the lowest score because students still often paused, repeated and groped when they wanted to mention certain word. However, it was categorized good because still there are some students who can speak fluently.

Last of all, the students' speaking ability score on the comprehension component was 2.8 and still considered good because even though they did not understand the content of the text, they still retold the descriptive text given according to its generic structure.

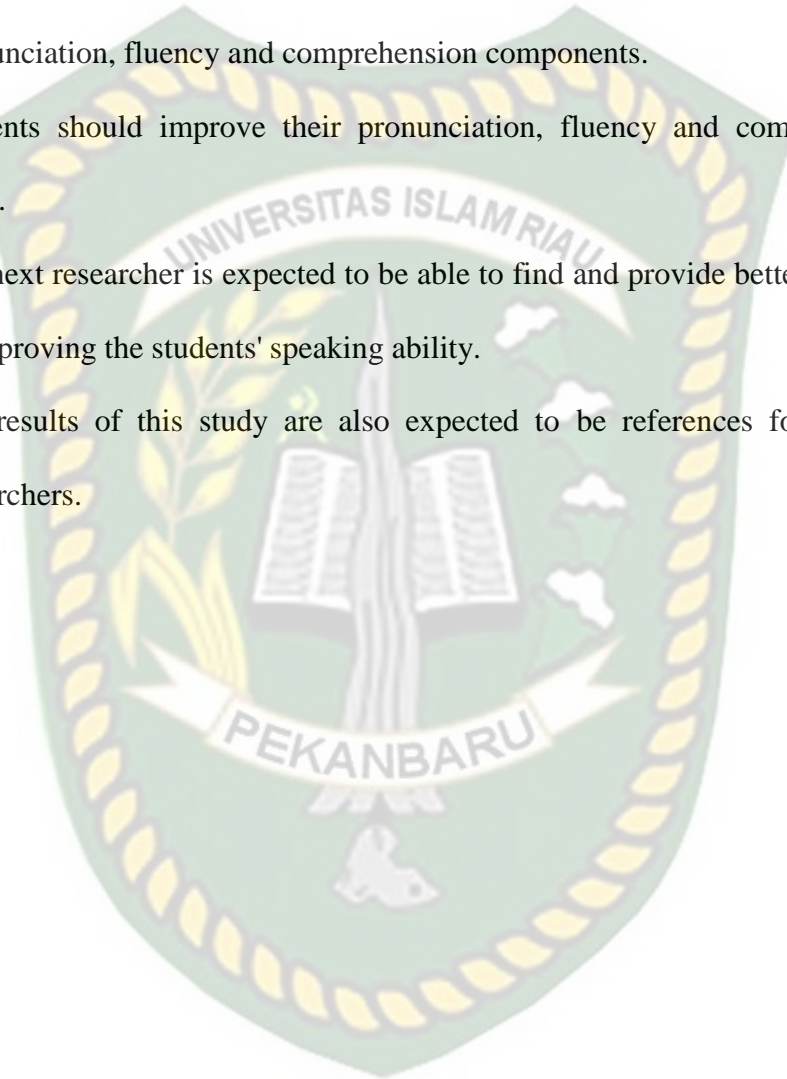
Regarding the result of the research problem analysis and sample, it could be concluded that the second grade students' speaking ability in retelling descriptive text at SMP YLPI Riau P. Marpoyan was categorized good, and it can be concluded that the most dominant problem faced by students in speaking is on fluency component.

5.2 Suggestions

Based on the result of the study, the researcher would give some suggestions related to result of this research. In addition, it is also expected can be apply easily in teaching speaking specifically in retell the descriptive text.

1. Teachers should motivate students to always practice their speaking skills.
2. The teacher should explain the descriptive text in detail, particularly on speaking skill.

3. The teacher should check the students' speaking ability to find out the difficulties faced by students.
4. Students should pay attention to their speaking skills especially on pronunciation, fluency and comprehension components.
5. Students should improve their pronunciation, fluency and comprehension skills.
6. The next researcher is expected to be able to find and provide better solutions in improving the students' speaking ability.
7. The results of this study are also expected to be references for the next researchers.



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