A STUDY ON STUDENT'S SPEAKING ABILITY OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF FKIP UIR PEKANBARU

A THESIS

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

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

THESIS

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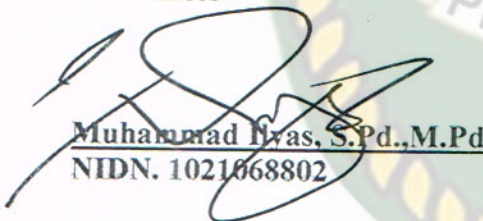MONDAY, 24 AUGUST 2020

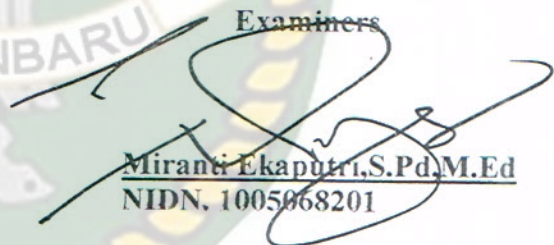**Advisor**

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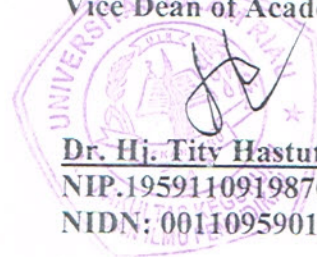
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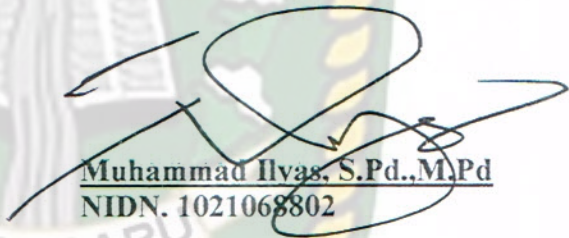
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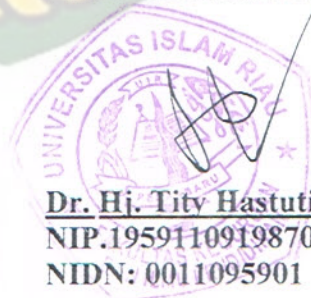**Advisor**

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A STUDY ON STUDENT'S SPEAKING ABILITY OF SECOND SEMESTER
AT ENGLISH DEPARTMENT OF FKIP UIR PEKANBARU

No.	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	Senin 4-02-2019	CHAPTER I	Pengajuan Judul	
2	Selasa 19-02-2019	Revised chapter I	Revisi Latar Belakang	
3	Jumat 12-04-2019	CHAPTER II	Beberapa Teori harus di tambah	
4	Kamis 25-04-2019	Revise CHAPTER II	Teori tentang Speaking Ability	
5	Jumat 16-08-2019	CHAPTER III	Research Design	

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Catatan:
1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing.
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I.
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DECLARATION

Name : RAHMAT

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I admit that this thesis writing purely derived from my own ideas; expect some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, July 2020

The Researcher,

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, July 2020
The Researcher

RAHMAT

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ABSTRACT

Rahmat,2020. AN ANALYSIS OF STUDENT'S SPEAKING ABILITY OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF FKIP UIR PEKANBARU

Keyword   : Speaking ability, Analysis of second semester students, Islamic university of riau

Speaking is one of four skill which have to be acquired learning language. Speaking becomes the most important skill for a lot of people. They regard speaking ability as the measure of knowing a language. The aim of this research is to know the students' speaking ability of the second semester students' of Fkip-Uir. However, students' problem in speaking ability is low.

The design of this research a descriptive quantitative research which analysis of students' speaking ability when students' performing in a class. The sample of this research was 39 students' of Fkip-Uir. The data of this researcher analyzing it based on the data collection.

The result of this research,students' speaking was good. It can be seen from each indicator of speaking itself. The research of this students' speaking in vocabulary was good with average score (80%). The students' pronounciation in speaking ability was good with the average score (90%). The students' grammar in speaking ability was good with the average score (80%). The students's fluency in speaking ability was good with average score (80%). Finally, researcher conclude that speaking ability at the second semester of students' of Fkip-Uir was good because they can fix their problems in fluency,grammar,vocabulary,and pronounciation.

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CHAPTER I

1.1 Background of the study

Communication is an important part of human civilization and it is a means of cultural transformation. Communication using language can be concluded in two ways: orally and an written form. In the context of language learning, it is commondly believed that communicate in a written from (writing) is more difficult than orally (speaking), suggesting that writing is amore complex language skill than speaking, however in reality, althought the complexity of spoken and written language differs, the differences do not reveal, that one is easier than the other.

Speaking ability is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and the thought and being able to speak is one of the indicator of mastering the languge. According to (Chaney 1998:3) speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. In Speaking, students should master the elements of speaking, such as vocabularies, pronounciation, grammar, fluency and comprehension. As a foreign learner in Indonesia, many students have amount vocabularies and master the grammatical structure, but they still have difficulty in speaking. This problem also appears to the students of English Department in FKIP UIR PEKANBARU.

Among the language element, speaking is a mutual process of communication which is to give and get information by conveying message through the words of

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mouth and look carefully at all aspects in it. Which are accuracy and fluency. Speaking ability is a part the language capability that consist of linguistics competence, communicative competence, and strategy competence. We know that speaking ability include to communicative competence. So in this research the student will be able to use communicative competence. They can speak up and share their ideas to communicate with other people. It will make classroom more active. No matter how great an ideas is. If it is not communicated properly, it cannot be effective. Through speaking, students learning concept develop vocabulary, and perceive the structure of the English language essensial component of learning

The students' difficulties occur when they are speaking an English. This caused by students' limitation in mastering the component of speaking, such as vocabularies, pronounciation, grammar, fluency and comprehension. Besides that, students practice English rarely. They only have a little chance to practice speaking English out of class because most of their friends speak their first language. Then most of the class activities are based on memorizing new vocabulary, discussing grammar rules and analyzing dialogue, thus they cannot have enjoyable speaking experiences and they mostly unable to speak actively.

Students find difficulties are they do not have opportunity to speaking English classroom. They also have short time to practice their English with nother people. To solve the problem the teacher should be able to choose a material that can attract students. Because when the student had interest with the material, it can make the students comfortable to learn English.

Student find difficulties when teacher asked them to speak English in the classroom, they do not brave. They worry to make a mistake and get critics from the teacher. They have low motivation and do not want to try speak English. They also have difficulties in express their ideas of information because they have lack of own self. Speaking is so much part of daily life that we take it for granted. Students were reluctant to speak English. They had a mindset that English was not important subject to be tought and also they have assumed that English was difficult when arranged their own words in to the sentences. Students fear to make mistakes when them try to speak English, and them did not confident when they speak English. All of the problems above, makes student did not want to learn English.

Students has lack motivation to learn English. They did not get used to speak in English. They assumed that English was difficult. As the result, it made them learn English passively. Students were passively in teaching learning process. Students were reluctant in order in order to speak English

Students' speaking problem can be solved by giving a lot chance to them for practicing speaking English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested in using appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of the techniques can be used in teaching speaking is drama.

Drama is help the students to release their English competence. Dialogue and improvisation are effect forms of drama. Dobson (1981) the goal is to have alternative device to stimulate students in interacting with their friends. Students can

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be motivated to speak up especially when they were interacted with their friends. Speaking activities involving a drama element, in which students take an imaginative leap out of the confines of the classroom; provide a useful springboard for real-life language use and The reasons why the researcher is interested in speaking ability because the researcher wants to know the students' speaking ability progress.

Based on the explanation above, the researcher decides to conduct the research entitled A STUDY ON STUDENTS' SPEAKING ABILITY OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF FKIP UIR PEKANBARU.

1.2 Setting of the Problem

Based on the fact, researcher found the problem that face by students' of the Second semester at Fkip-Uir Pekanbaru

First, students not get used to speak English, that causing lack motivation in learn about speaking. Lack motivation also, bring impact not self-conscious in speaking English. Students were passive in Learning English and make them bored and did not enjoy the learning process. The students found difficult they do not have opportunity to speak English in classroom. They also had short time to practice their English with another people. To solve the problem, the teacher should be able to choose a material that could attract student. Because had interest with the material, it could make the student comfortable to learn English.

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Second, students found difficulties to talk English. The students cannot express their ideas because they had limited vocabularies and afraid get mistake about grammar when they speak English. Sometimes when they do not had idea. They also keep silent and do not speak with the other people. They had low motivation and do not want to try speak English. They also had difficulties in express their ideas or information because they had lack own self

Third, student were reluctant to speak English. They had a mindset that English was not important subject to be tought and also they have assumed that English was difficult when arranged their own words in to the sentences. The students found difficulties when teacher asked them to speak English in classroom, they do not brave. They worry to make mistake and get critics from the teacher

The last, student fear to make mistakes when them try to speak English, and them did not confident when they speak English. Students usually feel difficulty to speak English. The method that used in learning process by teacher is made students bored they do not want to learn English

1.3 Limitation of the Problem

Based on some problems appeared, the researchers limited those problem in students is student were reluctant to speak English. They had a mindset that English was not important subject to be tought and also they have assumed that English was difficult when arranged their own words in to sentences. The last, student fear to

make mistakes when them try to speak English, and them did not confident when they speak English. As stated in identification of the problem above, the researcher will focuse on students problems in mastering the speaking with faced by the second semester students of English Department in Islamic University of Riau.

1.4 Research questions

The questions in this research are as follow:

1.   How is the students' speaking ability of second semester in college?

1.5 Objectives of the Problem

The objectives in this research are as follow:

1. To know the speaking ability students of second semester in college

1.6 Definition of Key Terms

1.   Analysis

According to Kothari (2004 : 130) states that analysis may be categorized as descriptive analysis and inferential or statistical analysis. Descriptive analysisis study of one variable distributions and this may be in respect of onevariable that described as unidimensional analysis, two variables thatdescribed as bivariate analysis or more than two variables that described asmultivariate analysis.

2. Speaking

As defined by Brown (2001:267) that speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Meanwhile, speaking ability means the ability to communicate with people using the appropriate language to deliver the information and convey the message to be understood by the listener.

3. Drama

According to Thongnuan (2011) disclosing that the benefit of the dramatic activities in that they can improve students' listening and speaking skills effectively. The students can express themselves in terms of emotion, tone, facial expressions, acting appropriately and they can use those conversations in their daily lives.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 The Nature of Speaking

Speaking is one of four skill in English. Speaking also called productive skill, it because when we speak, we produce language. In producing the language we need to know what should we have. As Harmer (2007) says, that if students want to speak English fluently they have to able to pronounce correctly, in addition, they need to master intonation, conversation, either transactional or interpersonal conversation. The mastery of speaking skills in English is priority for many second or foreign language learner.

Speaking is the productive aural or oral skill. It is consist of producing systematic verbal utterances to convey meaning. Based on the curriculum 2004 the students are intended to have English ability in listening, speaking, reading and writing. Meanwhile widdowson defines that speaking is the physical embodiment of abstract system which involves the manifestations either of the phonologically system or the grammatical system the language or both. For example in " he speak clearly" clarity or distinctiveness of speech refers the manner in which the phonetic system of the language ins manifested in the " speak correctly", the meaning is what he says confirm to the accepted reveals for sentences formation.

Brown (2004:115) says that language is a complex, specialized skill with develop in the child spontaneously without conscious efforts or formal instruction deployed awareness of it is underlying logic, it is qualifiedly the same in every individual, and is district from more general abilities to process information or behave intelligently. He also adds " the language is a system of arbitrary conventionalized vocal, written or gesture symbols that enable members of given community communicate intelligently with one other.

From the definition above, it can be concluded that speaking is a productive skill and the ability to express the communication with other. Because the main purpose of speaking is to communicate in order to express thought ineffective it being understood the students to understand the meaning of everything and trying to communicate.

Therefore,it is recognized that quality learning experience in real situation (means " outside classroom") can raise ability accros a range of subject and develop better personal and social skill. In addition, Harmer (2001:271) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental or social processing and the rapid processing skill that involves language processing, interaction, and information processing : (1) language processing effective speaker needs to be able to process language in their own head and put it into coherent order, (2) interaction most speakig involves interaction with one or more participants, (3) information processing quit apart, from our response to

others feelings, we need also to be able to process the information they take us the moment we get it.

Penny Ur (1991:201) says that Characteristic of a successful speaking activity:

1. Learner talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem abvious, but often most time is taken up with teacher talks or pauses

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learner are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

In Addition, Harris (1986:81) states that speaking is a complex skill requiring the simultaneous use of a number different abilities which often develop at different rates. He adds that there are four components of speaking ability. They are: Pronounciation, including the segmental features vowels and consonant and the stress

and intonation patterns; grammar, vocabulary, fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it.

From the above definition, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions that we are able to interact with the other. At least, the are five component that should be considered in speaking such as: pronounciation, grammar, vocabulary, fluency, and comprehension.

2.2 Component of Speaking Ability

Speaking is very important in mastering English. The students who learn English required to mastered the ability to speak and communicative with each other. The ability involves the four components. According to Harris (1986) there is four components of language that influence speaking ability. They are:

2.2.1   Pronounciation

Pronounciation is one of the important things that should be mastered by the students, because it will influence the meaning of words. Hornby (1989:497) states that pronounciation is the way in which a word is pronounced. People with a good pronouciation can speak clearly for each word that they said.

Ex : students listening to pairs of words and practicing the different between /i/ and /t/

Ship	Chip	Washing	Watching
Sherry	Cherry	Cash	Catch
Shoes	Choose	Mash	Match
Sheep	Cheap	Wish	Which,witch

2.2.2 Grammar

Grammar is the study of the rules of how to combine words into sentences (Hornby,1989:375). Another definition is from Byrne (1980:36) he stated that grammar is the base knowledge in learning a language. Then Paulstan (1984:1) says that structure is the basic element of a language learning, which embraces all language skills. In short, grammar is the rule by which put together meaningfu and part of words of a language to communicate message that are comprehensible.

Ex : the grammar of a tiny fragment of English, which we shall call *micro-English:*

Sentence   = Subject Verb Object

Subject   = **I / a N**oun / **t**he Noun

Object   = **me/ a** Noun / **t**he Noun

Noun   = **cat / mat / rat**

Verb   = **like / is / see / sees**

The terminal symbols (shown in bold) are words such as '**I**' and '**me**', and the punctuation mark, the non terminal symbols are Sentence, subject, object, Noun, and Verb

The following are among the sentences generated by the micro-English grammar :

The cat sees a rat   I like the mat

The cat likes me   I sees the cat

2.2.3 Vocabulary

According Gardener (2002) states vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, and categories of words.Vocabulary is also one of the components that support speaking skill. It means that the choice of words should be suitable with the topic. A good speaker must have many vocabularies to support him to deliver his idea. The people cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So , vocabulary means the appropriate diction which is used in communication.

Ex :

Vocab items	Example
-Single words	- Destructive, elephant. Hypathesis
-Set Phrases	- in other words; up to you
-Variable phrases	- Subject+ poised to deliver adjective
-Phrasal Verbs	- Put away; come up with; take away

-idioms   - get with it; case of mondays

2.2.4 Fluency

Fluency is an ability to express something in spoken language without pause. Harris (1986:48) says there are five qualities that must be rated in fluency of speaking. There are as follow : speech is co halting and fragmentary as to take the conversations in virtually impossible, usually hesitant, often force into silence by language limitation, speech, and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker. Brown (1994:24) adds that fluency is an initial goal in language teaching. Harel (2007) states that fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking quickly. This statement is supported by Wikipedia (2012) that says fluency in speaking ability is to produce speech in the language and can be understood by its speakers. Meanwhile, Syakur (1987:5) said speaking is a complex skill because at least it is concerned with components of pronounciation, grammar, vocabulary and fluency.

Example of fluency in sentence she speaks with great fluency. Students must demonstrate fluency in a foreign language to earn a degree. A dance known for her fluency and grace he plays the piano with speed and fluency.

From those explanations, the researcher concludes that speaking is a process which demands fluency and accuracy speaking fluency can be summarized as the ability to express oneself with the automatic usage of units and patterns of languge accurately and by considering the speed of handling utterances appropriately. While speaking accuracy is the use of language by controlling the language system which consist of grammar, vocabulary and phonology exactly.

This research will use the proficiency scoring that brown suggest because it is clearly seen and simple scoring rubric

Table 2.1

Speaking assessment adapted from Brown (2010:212-213)

No	Criteria rating	Scores	Description
1	Pronounciation	5	Equivalent to and fully accepted by educated native speakers
		4	Errors in pronounciation are quite rare
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		2	Accent is intelligible though often quite faulty
		1	Errors in pronounciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language
2	Grammar	5	Equivalent to that of an educated native speaker

		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		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 topic
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar
		1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
3	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, and pertinent cultural references
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, socal, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs

4	Fluency	5	Complete fluency in the usage such that his speech is accepted by educated speakers
		4	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation in the range of this experience with a high degree of fluency
		3	Can discuss particular interests of competence with reasonable. Rarely has to grope for needs
		2	Can handle with confidence but rare with facility most social conditions, including introductions, and casual conversations about events, as well as work, autobiographical information
		1	Not specific fluency description. Poor to other four language areas simplified level of fluency

2.3 Types of Speaking

There are five types of speaking, according to brown (2009:184) these are :
Imitative speaking, Intensive speaking, Interactive speaking, Responsive speaking,
and Extensive speaking

2.3.1 Imitative speaking

At one end of continuum types of speaking, performance is the ability to
simply parrot back (imitate) a word or phrase or possibly a sentence. The important
thing here is focusing on pronounciation.

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2.3.2 Intensive speaking

That is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It is usually places students doing the task in pairs (group work).

2.3.3 Responsive speaking

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request, and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.

2.3.4 Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchange, nd/or multiple participants and interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal changes, which have the purpose of maintaining social relationship.

2.3.5 Extensive Monologue

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out together. Meanwhile, According to Kanyi (2006:76) say that in all language the forms people use when

speaking formally are different from those used informal. In English, someone tends to use formal speech with stranger and people of higher status, and informal speech with family, friends and colleagues. And they add that formal and informal speech is differentiated in two basic ways.

By style and content formal speech is characteristic by embedding and a tendency toward more complete sentences as opposed to fragment. Informal speech is characterized stylistically by omission, elisions, reductions and sometime, a faster speaking rate.

Based on the theory above, it could be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronounciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately and can concludes that someone tend to use formal speech when interaction among the teacher with students in teaching learning process or to people of higher status.

2.4 Function of Speaking

Speaking is a interaction between two people or more interact and then, the function of speaking is to the speaker can express the ideas to and maintain social relation among speaker with listener. Furthermore, Brown and Yule (2008) made a useful distinction between two function of speaking, the first one is interaction functions of speaking, in which it serves to determine and maintain social relations,

and the second function is transactional function, which focus on the exchange of information. Richards (2008) expanded the functions of speaking into three-parts version framework of speaking functions. They are: talks as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite different in terms of form and function.

According to Nunan (2003:56) interaction is communicating with someone with for social purposes. It includes both establishing nd maintains social relationships. Transactional is involves communicating to get something done, including the exchange of good and services.

From the definition above researcher can defined a successful language interaction it is necessary to realize the use of the language features through mental or social processing with help of 'the rapid processing skill'.

Moreoever, Halliday in Hawes and Thomas (1994) say three major functions of language: the ideational, the textual, and the interpersonal. Two of these, the ideational and interpersonal, have particular relevance to a discussion of how the spoken languge is used. Halliday describes the ideational component of language as being concerned with the expressions of content. The interpersonal is concerned with the social, expressive, and cognitive functions language.

The interpersonal function of language is reflected in the kinds of social talk that we participate in throughout the day conversational exchanges with family,

friends, colleagues, etc. This kind of relaxed verbal interaction is the use of language to establish and maintain social relations. Halliday's second component language,the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of language to express content and to communicate information. It is in essential aspect of most real-life situations, whether in study or in business, professional, or most other work context.

Based on explanation above, the researcher concluded that interact with listener so that can convey information and know what they want from the participant. In other hand, the speaker can maintain social relation and speaking has its function which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

2.5 Principles for Teaching Speaking skills

Principles of teaching speaking by H. Douglas Brown (2012) is:

1 Focus on both fluency and accuracy, depending on your objective

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronounciation tips.

2 provide intrinsically motivating techniques.

Try at all times to appeal to students ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

3 Encourage the use of authentic language in meaningful contexts

This is theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.

4 Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback 'out there' beyond the classroom, but even they you are in a position to be of great benefit.

5 Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6 give students opportunities to initiate oral communication.

Good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to 'speak when spoken to'.

7 Encourage the development of speaking strategies

The concept of strategic competence is one that few beginning language students are ware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

Meanwhile, Ur (2000:103) said also delivers the idea about five principles for teaching speaking, they are : 1) be aware of the differences between second language and foreign language learning context,2) give students practice with both fluency and accuracy, 3) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, 4) plan speaking tasks that involve negotiation for meaning, 5) design classroom activities that involve guidance and practice in both transactional and interactional speaking.

From the principle above, the use of design classroom activities that involve guidance and practice in both transactional and interactional speaking can make the students easier to develop their idea and to speak in front of the class and when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible practice the target language in

meaningful contexts and situations which help facilities acquisition for all learners rather than grammatical explanation or linguistic analysis.

Moreover, Richards and Renandya (2002:12) add that there are principles of language teaching such as: (1) Automacity, (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self confidence, (8) risk taking, (9) the language-culture connection, (10) the native language effect, (11) inter language, (12) communicative competence.

Furthermore, there are some methods and techniques in teaching speaking. Dobson (1987) says that there are some effective techniques for teaching speaking can be applied classroom such as :

1. *Dialogues* : a short conversation between two people presented as a language model-the dialogue-often receive top billing in the manipulative phase of language learning. In repeating dialogue, the students practice pronounciation and memorization and it can help the students develop fluency in English

2. *Small*-Group Discussion: Small-group discussion is excellent way to give students opportunities to speak English.

3. *Song*: Singing is a popular activity throughout world and the students oftern delight in learning English songs. In teaching an English song, it can help students to improving aural comprehension, group spirit is forested through

singing, singing allows the students to a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.

4. *Games*: Language games can add fun add variety to conversation sessions if the participants are fond of games. Gmes are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulus in additional conversation

5. *Debates*: deate helps students speak more fluently and during a debate they can represent their feelings on an issue. Debate is an activity in which opposite points of view are presented and argued.

All Techniques above according by researcher encourage students to practice speaking in classroom and Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

2.6 The Nature of Drama

Drama is the Specific mode of fiction represented in performance. The term comes from a greek word meaning "Action" (classical Greek:Drama), which is derived from the meaning "to do" or "to act". The enactment of drama in theatre, performed by actors on a stage before an audience, presupposes collaborative modes of production nd a collective form of perception.

The word of drama emanating from Greek Language "Drau". Aristoteles (in Endraswara, 2011:12) said that drama is a representation of an action, similar with Aristoteles, Moulton (in Tarigan, 2007:70) said that drama presented in action. Performance have full code and symbols that keep a story from beginning until the end. Stories like this become an interesting drama. Drama which to easy to conjecture is precisely not interested. According M.H Abrams (1971:43) hellen in her book that, drama is language combination from feeling, action in creative way.

From the explanation above the researcher can give opinion drama is the portrayal of fictional or non-fictional events through the performance of written dialog. Dramas can be it contains conflict of characters and particularly the ones of audience on the stage, on film, or the radio. Dramas are typically called plays, and their creators are known as "playwrights" or "dramatist".

2.6.1 Elements of Drama

According to Lynch (2012) most successful play wrights follow the theories of play writing and drama that were established over two thousand years ago by a man names aristoteles. In his works the poetics Aristotle outlined the six elements of drama in his critical analysis of the classical Greek tragedy *Oedipus Rex* written by the Greek play wright, Sophocles, in the fifth century B.C. the six elements as they are involve: plot, theme, character, dialogue, music, and spectacle.

In addition Lynch (2012) explains that elements of drama are:

1. Plot is what happens in a play; the order of events, the story as opposed to the theme; what happens rather that what i means

2. Theme is what the play means as opposed to wht happens (plot); the main idea within the play.

3. Character is the personality or the part an actor represent in a play; a role played by an actor in a play

4. Dialogue is the word choices made by the play wright and the enunciation of the actors delivering the lines.

5. Music is Aristotle meant the sound, rhythm and melody of the speeches.

6. Spectacles are the visual elements of the production of a play; the scenery, costumes, and special effects in a production

Moreover, the researcher can give the opinion about drama is an interesting literary work which is created, sensations, and high intention. Absolutely, in drama also have negative aspect, include drama which has hardness and sexual scene, it is sometimes make spectators learn to do that. Moreover, romantic's drama also makes romanticismfor the actors in other side. It is also in tragic drama almost make affect to the spectators feels adness.

2.6.2 Forms of Drama

Western opera is dramatic art form, which arose during the renaissance in an attempt to revive the classical greek drama tradition in which both music and theatre

were combined. Being strongly interwined with estern classical music, the opera has undergone enormous changes in the past four centuries and it is an important form of theatre until this day. Noteworthy is the huge influence of the german 19th century composer Richard Wagner on the opera tradition. To restore the connection with the traditional Greek Drama, he entirely renewed the operatic format, and to emphasize the equal importance of music and drama in these new works, he called then " Music Drama".

2.6.2.1 Pantomime

These stories follow in the tradition of fables and folk tales. Usually there is a lesson learned, and with some help from the audience, the hero/heroine saves the day. This kind of play uses stock characters seen in masque and again commedia dell'arte, these characters include the villain (doctore), the clown/servant (arlechino/harlequin/buttons), the lovers etc.

2.6.2.2 Flash Drama

Flash drama is a type of theatrical play that does not exceed ten minutes in duration, hence the name flash of drama. Groups of four to six flash drama plays are popular with school, university and community drama companies since they offer a wide variety of roles and situations in a single performance.

There are no set rules for flash plays but the typical play as certain characteristics, such as :

1. Consisting of one act

2. Utilising one to three character

3. Simple, if any, set design

2.6.2.3 Crime Film

Crime films are films that focues on the lives of criminals. The stylistic approach to a crime film varies from realistic postrayals of real-life criminal figures, to the far-fetched evil doings of imaginary arch-villains.

2.6.2.4 Medical Drama

A medical drama is a television program, in which events center upon a hospital, an ambulance staff, or any medical environment.

2.6.2.5 Costume drama

A costume drama or period drama is a period piece in which elaborate costumes, sets and properties are featured in order to captre the ambience of a particular era

2.6.2.6 Melo Drama

The term melodrama refers to a dramatic work that puts characters in a lot of danger in order to appeal to the emotions. It may also refer to the genre which includes such works, or to language, behaviour, or events which resemble them. It is based around having the same character in every scene, often a hero, damsel in distress, a villain.

2.6.2.7 Legal Drama

A legal drama or a courtroom drama is a television show subgenre of dramatic programming. This subgenre present fictional drama about law. Law enforcement, crime, detective-based mystery solving, lawyer work, civil litigation, etc. Are all possible focuss of legal dramas.

2.6.3 Dramatic Structure

Dramatic structure is the structure of a dramatic work such as a play or film. Many scholars have analyzed dramatic structure, beginning with Aristotle in his poetics this article focuses primarily on gustav freytag's analysis of ancient greek and Shakespearean drama.

Freytag's analysis, According to Freytag, a drama is divided into five parts, or act, which some refer to as a dramatic arc : exposition, rising action, climax, falling action, and denouement. Although Freytag's analysis of dramatic structure is based on five act plays, it can be applied to short stories and novels as well, making dramatic structure a literary element.

2.6.3.1 Rising action

in the rising action, a series of related incidents build toward the point of greatest interest. The rising action of a story is the series of events that begin immediately after exposition of the story and builds up to the climax.

2.6.3.2 Climax or Crisis

The climax is the turning point, which changes the protagonist's fate. If the story is a comedy, things will have gone badly for the protagonist yp to this point; now, the plot will begin to unfold in his of her favour, often requiring the protagonist to draw on hidden inner strengths.

2.6.3.3 Falling Action

During the falling action, the conflict between protagonist and the antagonist unravels, with the protagonist winning or losing against the antagonist. The falling cation may contain a moment of final suspense, in which the final outcome of the conflict is in doubt.

2.6.3.4 Criticism

Freytag analysis was intended to apply to ancient Greek and Shakespearean drama, not modern drama. A specific exposition stage is criticized by Lajor Egri in the art of Dramatic writing. He states, exposition itself is part of the whole plat, and not simply a fixture to be used at the beginning and then discarded.

2.6.3.5 Structure

The first act is usually used for exposition, to establish the main characters, their relationship nd the world they live in. Later in the first act, dynamic, on-screen incident occurs that confronts the main character, whose attempts to deal with this incident lead to second and more dramatic situation,

known as the first turning point, which (1)signals the end of the first act, (2) ensures life will never be the same again for the protagonist and (3) raises a dramatic question that will be anwered in the climax of the film.

From definition above researcher can give the opinion for drama can be effective in developing oral language skill of language learners. Drama can increase students motivation in learning English, reduce anxiety and enchance language acquisition especially speaking and drama the students work in group, they work as a team that should help each others.

2.7   Past Studies

Based on the literature that researcher read, the researcher found people who had researcher related to speaking ability students in classroom. First, Rizki Tasnia Putri (2010) conducted " A Study students speaking ability of the fifth semester at English department of FKIP UIR Pekanbaru. It is similar with the research of the researcher to finding speaking ability students. The difference was she using debate to know how the speaking ability of the students. But the researcher using Local wisdom or Drama to find the speaking ability of students.

And the second, Rahmy Yanti (2017) conducted '' A Study on students speaking ability at the third semester students in English study program of FKIP UIR Pekanbaru''. It is similar with the research of the researcher to finding speaking ability of students. The difference was he using Speech to know how the speaking ability of students. And the difference research is researcher using Drama or Local wisdom to find the speaking ability of students.

Third, Tika Afriantina (2015) " An Analysis of students speaking ability on Debate of the thirh semester students of FKIP UIR Pekanbaru. This research was descriptive qualitative research. There was one variable of the research, it was speaking ability. In this research there were four group followed britis parlimentary Debate. This test wanted to know students speaking ability especially in pronounciation, grammar, vocabulary, and fluency. The all metdoh above almost significant with researcher, but the difference was he using debate to know speaking ability of students. And the researcher using Drama or local wisdom to find the speaking ability of students.

Fourth, Anita Rinanda (2017) " An Analysis of speaking ability of the second year students at MTs Hasanah Pekanbaru". This research, the instrument was voice recorder to record students speaking test to know speaking ability of students in MTs Hasanah pekanbaru. The difference with researcher is the researcher using video recorder by Drama or local wisdom to know speaking ability of students.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is descriptive quantitative research is a kind of research. According to Sugiyono (2012) the descriptive research is a kind of research a from research that is based on data collected during the study systematically the facts and the properties of the object studied by combining the relationship between variables involved in it, the interpreted based on the theories and related literature. This method aims to provide a fairly clears picture of problem under study.

3.2 Location and the time of the Research

The research will be conducted at the second semester students of English department of FKIP UIR, locate on Kaharudin Nasution street. The time of research was in March

3.3 Population and Sample of the Research

The population of this research will be the second semester in English department of FKIP UIR. That was selected to find the sample of research.

3.3.1 Population

According to sugiyono (2012), if the sample really represent of population, what is known about the sample is our knowledge of the population. The implication is, if this research which used really represent of population, so done generally to the population. Population is all of individual of subject research.

The population in this research is the second semester students at FKIP-UIR pekanbaru. There are four classes. The total number of the population is 164 students in other know the population completely ist is describe on the table below :

The target population of this research is the second semester students of English Study program of Islamic University of Riau.

Table 3.1

The population of the Secondsemester in English department of FKIP UIR

No	Classes	Total of students
1	2A	41
2	2B	42
3	2C	39
4	2D	42
TOTAL		164

3.3.2 Sample

Because the number of population is very large, the researcher takes a sample the sample is only part of population. Gay (1987) states that sampling is the process of selecting a representative number of individual out of a larger group. The sample in this study were all of 39 students' of class 2C of English Departmen of FKIP UIR Pekanbaru. The sampling of this study is purposive sampling with number 39 sample consisting of 7 male student and 32 female students

3.4 Research Instrument

Research instrument is a device used by researcher while collecting the data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed

An instrument could be in form of questionnaire, observation list, test, record etc. In this study the researcher used record as an instrument. The instrument of this research will use Record.

3.4.1 Record

The researcher used video camera to record students drama and one of the research instruments in this research is speaking test using drama. This test was to know student ability in speaking especially pronounctiation, grammar, vocabulary and fluency. The test was applied after the students learn about drama in the

classroom. After that, the researcher gives the documentation to the rater to gave score based on scoring rubric.

3.4.2 Technique of Data Collection

1. The first meeting, the researcher joined in speaking class at second semester of English students of FKIP UIR Pekanbaru

2. second, the researcher saw activities of the lecture the students in the classroom.

3. and the last, researcher recorded students' activity when performance their speaking skill. The researcher observed indicators or component of speaking ability

3.4.3 Technique of Analysis the Data

after collecting data, the researcher applied the technique of analyzing the data in the quantitative research as presented in the table below

Table 3.2

Speaking assessment adapted from Brown (2010:212-213)

No	Criteria rating	Scores	Description
1	Pronounciation	5	Equivalent to and fully accepted by educated native speakers
		4	Errors in pronounciation are quite rare
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign

		2	Accent is intelligible though often quite faulty
		1	Errors in pronounciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language
2	Grammar	5	Equivalent to that of an educated native speaker
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		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 topic
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar
		1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
3	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, and pertinent cultural references
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, socal, and professional topics.

				Vocabulary is broad enough that he rarely has to grope for a word
			2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
			1	Speaking vocabulary inadequate to express anything but the most elementary needs
4		Fluency	5	Complete fluency in the usage such that his speech is accepted by educated speakers
			4	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation in the range of this experience with a high degree of fluency
			3	Can discuss particular interests of competence with reasonable. Rarely has to grope for needs
			2	Can handle with confidence but rare with facility most social conditions, including introductions, and casual conversations about events, as well as work, autobiographical information
			1	Not specific fluency description. Poor to other four language areas simplified level of fluency

According to scoring aspect, the range of scoring is from 1 to 4 so maximum score is 4 each indicators. Therefore maximum score is 20 of individual score (X) can be determined. The average score (X) was used to test the assumption of the research.

In scoring the students' speaking ability, the researcher used the scoring which found in harris (1996). All the aspects of speaking is divide by four analyzing the students' speaking ability can be done as follows:

$$SA=\frac{P+G+V+F}{4}$$

SA   = Students' speaking ability

P   = Pronounciation

G   = Grammar

V   = Vocabulary

F   = Fluency

Table 3.3

Classification of Speaking

Score	Category
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

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This chapter discusses the result of the data analysis an title: An Analysis of students' speaking ability of second semester at English department of FKIP-UIR Pekanbaru. In this chapter, the researcher would findings based on the data. In speaking ability, the students were assessed in four terms, they were : vocabulary, pronounciation, grammar, and fluency.

4.2 Data Transcription

The speaking problems were faced by the students

Table 4.1

Vocabulary

NO	Indicator	Never	Seldom	Often
1	Students use the same word or stick to the few words the know	8%	72%	20%
2	Students use polysemy words or pharase and make ambiquity	70%	24%	6%

From the table above, the researcher explained more about the vocabulary on this study.

1. Students used the same words or stick to the few words they know, from the table above, it showes that 8% students never used same words or stick to the few words they know, 72% seldom, and 20% often use the same words or stick to the few they know. It is mean that there are 3 students never faced this problem. 21 students seldom, and 15 students often faced this problem

2. Students used polysemy words or phrase and make ambiguity. From the table above, it showes 70% students never used polysemy words or phrase, 24% seldom, and 6% often use polysemy words or phrase and make ambiguity. It is mean that there are 22 students never faced this problem, 19 students seldom, and 6 students often faced it this problem.

Table 4.2

Fluency

No	Indicator	Never	Seldom	Often
1	Students made long pause and say "umm" or "uh"	17%	76%	7%
2	Students may repeat part of all of a word that students want to say	8%	72%	20%
3	Students seem tense while trying to speak	72%	18%	11%

from the table abovce, the researcher explained more about the fluency on this study.

1. The students made long paused and say "umm" or "uh". From the table above, it showes 17% students never make long pauses, 77% students seldom to say "umm" or "uh" on their speaking, and there are 7% students often make long pauses and say "umm or "uh" on their speaking. It is mean that there are 7 students never faced this problem, 24 students seldom, and 8 students often faced this problem.

2. Students may repeat part or all of a word that students want to say, from the table above, it showes that 8% students never repeat part or all of a word, 72% seldom, and 20% often repeat part or all of a word that students want to say. It is mean that 8 students never faced this problem, 25 students seldom, and 6 students ofted faced this problem.

3. Students see tense while trying to speak. From the table above, 72% students is never seems tense, 18% students is seldom, and 11% students is often seem tense while trying to speak. It is mean that there are 26 students never faced this problem, and 8 students seldom, and 6 students often faced this problem.

Table 4.3

Grammar

No	Indicator	Never	Seldom	Often
1	Students make grammar slips and they can determine the time action wheter it happened in the past or in the presents	8%	71%	21%
2	Students make mistake in words usage and it make the meaning of the sentence change	70%	20%	10%
3	Students misplaced modifiers that is improperly separated from the word it modified or describes. Sentences with error can sound awkward, ridiculous, or confusing	16%	77%	7%

From the table above, the researcher explained more about the grammar on this study.

1. Students made grammar slip and they can determine the time action wheter it happened in the past or in the present means students made. From the table above, it showes that 8% students never made grammar slips they can determine the time actions wheter it happened in the past or in the present mean students made, 71% seldom, and 21% often made grammar slips. It is mean that are 8 students never faced this problem, 25 students seldom, and 6 students often faced this problem.

2. Students maked mistake in words usage and it make the meaning of the sentence change. From this table above, it showes that 70% students never

made in word usage, 21% seldom, and 10% often made mistake in words usage and it make the meaning of the sentence change. It is mean that there are 22 students never faced this problem, 10 students seldom, and 7 students often faced this problem.

3. Students misplaced modifiers that is improperly separated from the word it modified or describes. Sentences with error can sound awkward, ridiculous, or confusing. From the table above, it showed that 16% students never misplaced modifiers, 77% seldom, and 7% often misplaced modifiers that is improperly separated from the word it modifies or describe. It is mean that there 10 students never faced this problem, 22 students seldom, and 7 students often faced this problem

Table 4.4

Pronounciation

No	Indicator	Never	Seldom	Often
1	Sound swaps around	83%	13%	4%
2	Silents consonants	73%	16%	11%

From the table above, the researcher explained more about the vocabulary on this study

1. The students do sounds swaps around, it showed that 83% students never do sound swaps around, 13% seldom, and 4% often do sound swaps around. It is mean there 27 students never faced this problem, 8 students seldom, and 4 students often face this problem

2. The students silent consonants. It showed that 73% students never made mistake in silent consonants, 16% students seldom, and 11% students often made mistake in silent consonants. It is mean 25 students never faced this problem, 8 students seldom, and 6 students often this problem

4.2.1 Data analysis

Table 4.5

Category ability

No	Indicator	Ability	Category
1	Fluency	80%	Good
2	Grammar	80%	Good
3	Vocabulary	80%	Good
4	Pronounciation	90%	Very good

From the table above. It can be seen clearly that 80% students got category good level *in fluency, grammar, and vocabulary* (1,2,3) and 90% of students got very good level category in *pronounciation* (4).

4.3 Data interpretation

From the recapitulation of the students in result speaking ability, it can be see that most of the students have no problems in speaking ability. It means 80% of students got good level category, such as fluency, grammar, and vocabulary. Even 90% of students got category very good level in pronounciation.

After analyzing the data of the students who become sample of the research, the researcher made interpretation, that most of the students have no problem in speaking ability, it could be interpreted that they have a good speaking ability.

4.4 Discussion

1. Fluency

Based on the data study finding showed that students faced problem in fluency. The students made long paused and say "um or "uh". Based on the table 4.2, it showed 17% students never make long pauses because, they know what they want to say. 77% students seldom to say "um" or "uh" on their speaking. Because,they can improvise or describe words that are still in their context. According Bailey (2003) The term fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication.It is mean there are 7 students never faced this problem, 24 students faced seldom, and 8 students often faced this problem. Students may repeat part or all of a word that students want to say. Based on the table 4.2, it

showed that 8% students never repeat part or all of a word because, they know or memorize about their text. 72% seldom because, the students know and memorize a little about the text of their section and 20% often repeat part or all of a word that students want to say because,the students only says what is in his mind without thinking about the text of students part. It is mean that 8 students never faced this problem, 25 students seldom, and 6 students ofted faced this problem. Beside that, students seem tense while trying to speak. Based on the table 4.2, 72% students is never seem tense because, students really understand the text on their respective parts. 18% students is seldom because, students are not memorize to much with the text of their parts and 11% students is often seem tense while trying to speak because, students are nerveous first when they start entering their text section

2.Grammar

Based on the data finding, students made grammar slip and they can determine the time action wheter it happened in the past or in the present means students made. Based on the table 4.3, it showed that 8% students never made grammar slips then can determine the time actions wheter it happened in the past or in the present mean students made because, they know perfectly about grammar when they start speaking. According Puspitaloka, N (2019) Grammar, which is one of the important aspects in learning, should be mastered by the students because without sufficient understanding and mastery of that aspect, one cannot use the target language learnt in both written and oral communication and 71% seldom

because,students have ideas to shorten the language. So that it is not too long to read or explain and 21% often made grammar slips. Students make mistake in words usage and it make the meaning of the sentence change because, to shorten the text in students section. Based on the table 4.3, it showes that 70% students never ,ade in word usage because, students understand how to use good grammar. So that is does not change the meaning of their text. 21% seldom because, students not very good grammar. So there are some students who change the meaning of their text and 10% often made mistake in word usage and it make the meaning of the sentence change because,some students don't understand about grammar. So it often changes the meaning of student text. Beside that, students misplaced modifiers that is improperly separated from the word it modified or describes. Sentence with error can sound awkward, ridiculous, or confusing. Based on the table 4.3, it showes that 16% students never misplaced modifiers because, the students understand how to place words or correct word modifications. 77% seldom because, there are also many students did not really understand the laying of words or modifiers of word that are good and can be understood and 7% often misplaced modifiers that is improperly separated from the word it modifies or describe because,some students do not understand the word placement or modification word. So that it changes the meaning of words their text and sounds like strange and awkward.

3.Vocabulary

Based on the study finding, students use the same words or stick to the few words they know, based on the table 4.1, it showed that 8% students never used same words or stick to the few words they know because, students understand how to deliver the text on their respective parts. 72% seldom because,students are not familiar and lack understanding of vocabulary. According Alqahtani (2015) vocabulary is a crucial aspect in learning a language as languages are based on words . So, they use vocabulary what they only know which makes the text repetitive and 20% often use the same words or stick to the few words they know because,students are not fluently and have very little vocabulary. And as a result the students only repeat the words in their mind. In addition, students use polysemy words or phrase and make ambiguity. Based on the table 4.1, it showed that 70% students never use polysemy words or phrase because, the students understand about their text and they do not use polysemic in their text. 34% seldom because, some students use what vocabulary is on their mind and what they know. So as the result in the text of their part have the meaning ambiguity and 6% use polysemy words or phrase and make ambiguity because, some students do not understand the text of their passage. So they use vocabulary that they just know and the text of their section have many ambigious words.

4.Pronounciation

Based on the data study finding, the students do sounds swaps around. It showes that 83% students never do sound swaps around because, students have good pronounciation skills. According Eva Faliyanti and Ridho mela Prasesti (2016) Pronounciation is the way how to to say or pronounce the words as well as the native speaker. One of these components is very important to build a communication. So, that the text is clearly about the meaning. 13% seldom because, students have less fluently pronounciation skills. So that the meaning in the part of their text is not clear and 4% often do sound swaps around because, some of students have poor pronounciation skills. So, they making the text is unclear.. In addition, students silent consonant it showes that 73% students never made mistake in silent consonant because, students understand using silent consonant in their part of the text 16% students seldom because, students do not really think it is important to use silent consonant in their speak or read their text and 11% students often made mistake in silent consonants because, the students does not know how to use silent consonant in read or speak their text. So, they only read according to what is written in the text with the knowledge they know.

BAB V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The researcher is focused on students speaking ability. Speaking performance was recorded and analyzed in order to describe the students ability in speaking English. The location of this research was at English study program FKIP-UIR pekanbaru. The researcher took 39 students as sample. Analyzing the data is presented in the previous chapter. There are several points can be forward for the conclusion of this research relate to a first semester students of FKIP-UIR pekanbaru in this describing their ability in speaking English. The conclusion could be described as follows:

1. Speaking is one of four skill which have to be acquired learning language. Speaking becomes the most important skill for a lot of people. They regard speaking ability as the measure of knowing language. It means that speaking is an important in learning a language.

2. Based on the result of analyzing of students speaking ability of the first semester of FKIP-UIR pekanbaru found that average of their speaking skill is which categorized as "good"

3. This research also found that the average of each component of speaking ability, they were average of vocabulary was 80% and categorized as good,

average of pronounciation was 90% and categorized was very good, average of grammar was 80% and categorized was good, and the last average of fluency was 80% and categorized was fair

5.2 Suggestion

Based on result of analysis and conclusion above, the researcher would like to give suggestion as follow:

1. For the teachers

    a. Give a valuable input to the teacher about the technique as new strategy to teach speaking.

    b. It stimulated the teachers to motivate theirs students especially in speaking English

    c. It stimulated the teachers to found new method to increase the students speaking ability.

2. For students

    a. To increase the students ability in learning speaking. To erase students mindset that learning speaking is not difficult and they can learn to speak in easy ways

    b. They were motivated to improved their interest in learning English since they were found that speaking English.

3. For the researchers

  a. To complete one of the recquirements for the award of degree.

  b. The result of this research was used as started point to increase the teaching and learning activities in speaking class.

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