

**AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT
SECOND GRADE OF SMPN 1 RENGAT BARAT**

A THESIS

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



INDAH PERMATA PUTRI
NPM : 146311102

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU**

2019

THESIS

AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE OF SMPN 1 RENGAT BARAT

Name : Indah Permata Putri
Student Number : 146311102
Study Program : English Language Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
THURSDAY, 7th FEBRUARY 2019
THE EXAMINERS COMMITTEE


Head Advisor

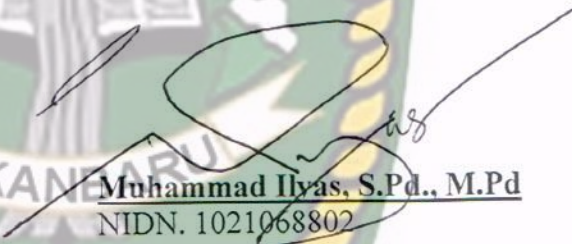

Dr. Sri Yuliani, M.Pd
NIDN. 1020077102

Examiners

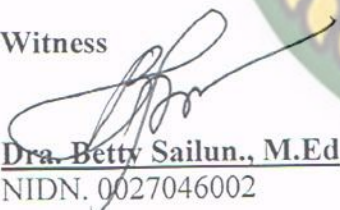

Dra. Svofianis Ismail., M.Ed
NIDN. 0023045901

Vice Advisor


Sri Wahyuni, S.Pd., M.Pd
NIDN. 1022098901


Muhammad Ilyas, S.Pd., M.Pd
NIDN. 1021068802

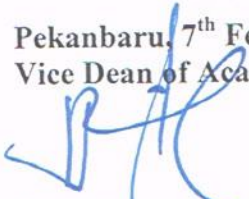
Witness


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


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

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

Pekanbaru, 7th February 2019
Vice Dean of Academic



Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

THESIS APPROVAL

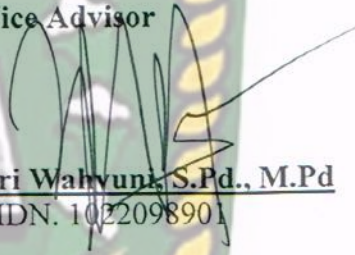
AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE OF SMPN 1 RENGAT BARAT

Name : Indah Permata Putri
Student Number : 146311102
Study Program : English Language Education
Faculty : Teachers Training and Education


Head Advisor


Dr. Sri Yuliani, M.Pd
NIDN. 1020077102

Vice Advisor

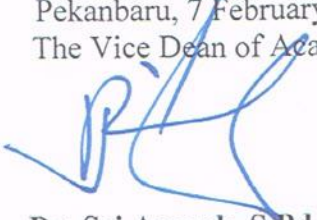

Sri Wahyuni, S.Pd., M.Pd
NIDN. 1022098901

Head of English Language Education


Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

This thesis has been accepted to be one of requirements for the award to Sarjana Degree in English Study Program, Teacher Training and Education Faculty, Islamic University of Riau.












Pekanbaru, 7 February 2019
The Vice Dean of Academic


Dr. Sri Amnah, S.Pd., M.Si
NIDN. 0007107005

THESIS GUIDANCE AGENDA

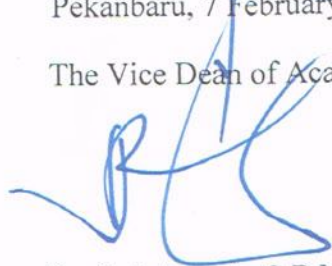
Thesis guidance has been implemented to:

Name : Indah Permata Putri
 Student Number : 146311102
 Study Program : English Language Education
 Faculty : Teacher Training and Education
 Head Advisor : Dr. Sri Yuliani, M.Pd
 Title : **An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat**

No	Date	Guidance Agenda	Signature
1	12 April 2018	Revise Chapter I	
2	23 April 2018	Revise, and add the theory Chapter II	
3	7 May 2018	Revise Chapter III	
4	18 May 2018	Acc to Join Proposal Examination	
5	6 June 2018	Did Proposal Examination	
6	27 Agustus 2018	The researcher take the data	
7	11 September 2018	Process the data	
8	12 November 2018	Consult	
9	16 November 2018	Revise All Chapter	
10	5 December 2018	Acc to Join Thesis Examination	
11	7 February 2019	Did Thesis Examination	

Pekanbaru, 7 February 2019

The Vice Dean of Academic



Dr. Sri Amnah, S.Pd., M.Si
 NIDN. 0007107005

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Indah Permata Putri


Student Number : 146311102

Study Program : English Language Education

Faculty : Teacher Training and Education

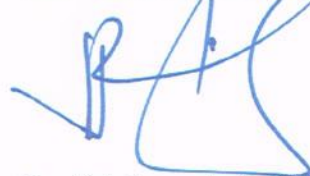
Vice Advisor : Sri Wahyuni, S.Pd., M.Pd

Title : **An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat**

No	Date	Guidance Agenda	Signature
1	9 April 2018	Revise Chapter I	
2	27 April 2018	Add the theory Chapter II	
3	11 May 2018	Revise Chapter III	
4	18 May 2018	Acc to Join Proposal Examination	
5	6 June 2018	Did Proposal Examination	
6	27 Agustus 2018	The researcher take the data	
7	11 September 2018	Process the data	
8	4 November 2018	Consult	
9	16 November 2018	Revise All Chapter	
10	5 December 2018	Acc to Join Thesis Examination	
11	7 February 2019	Did Thesis Examination	

Pekanbaru, 7 February 2019

The Vice Dean of Academic



Dr. Sri Amnah. S.Pd., M.Si
 NIDN. 0007107005



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيُّوْنِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoayan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 7 bulan Februari Tahun 2019 Nomor : 2/2 /Kpts/2019, maka pada hari Kamis Tanggal 7 bulan Februari tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|------------------------|--|
| 1. Nama | : Indah Permata Putri |
| 2. Nomor Pokok Mhs | : 14 631 1102 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat |
| 5. Tanggal Ujian | : 7 Februari 2019 |
| 6. Tempat Ujian | : Ruang Sidang FKIP - UIR |
| 7. Nilai Ujian Skripsi | : 81,79 (A-) |
| 8. Prediket Kelulusan | : _____ |
| Keterangan Lain | : Ujian berjalan aman dan tertib |

Ketua

(Dr. Sri Yuliani, M.Pd.)

Sekretaris

(Sri Wahyuni, S.Pd., M.Pd.)

Dosen Penguji :

1. Dr. Sri Yuliani, M.Pd.
2. Sri Wahyuni, S.Pd., M.Pd.
3. Dra. Hj. Syofianis Ismail, M.Ed.
4. Andi Idayani, S.Pd., M.Pd.
5. Muhammad Ilyas, S.Pd., M.Pd.
6. Dra. Betty Sailun, M.Ed.

Pekanbaru, 7 Februari 2019

Dekan



Drs. Alzaber, M.Si

NIP. 19591204.1989101001

NIDN : 0004125903



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

Alamat: Jln. Kaharudin Nasution No.113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos: 28284

Nomor

Registrasi Pendaftaran Proposal/Skripsi di Prodi
070/1205 2017

Perihal : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa.

Kepada Yth.

Bapak/Ibu Pembimbing Utama/Pembimbing Pendamping
Di Tempat

Assalamualaikum wr.wb.

Dengan Hormat, bersama ini Ketua Program Studi Pendidikan Bahasa Inggris menetapkan pembimbing utama dan pembimbing pendamping mahasiswa atas nama:

Nama : INDAH PERMATA PUTRI
NPM : 146311102
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
No.HP : 082172047746

Dengan pembimbing Proposal/Skripsi sebagai berikut:


Dosen Pembimbing Utama	Dr. Sri Yuhanti, M.Pd
Dosen Pembimbing Pendamping	Sri Wahyuni, S.Pd, M.Pd

Dengan Judul:

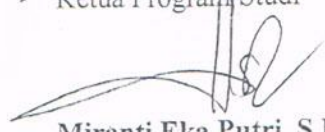
An analysis of using Family Tree towards students' speaking ability at first grade of SMPN 1 BENGAT BARAT.

Demikian surat ini disampaikan, atas perhatian diucapkan terima kasih.

Mengetahui,
Wakil Dekan Bidang Akademik


Dr. Sri Annah, M.Si
NIP. 197010071998032002
Penata I/ IIIc/ Lektor
NIDN. 0007107005

Pekanbaru, 17/5/2017
Wassalam,
Ketua Program Studi


Miranti Eka Putri, S.Pd., M.Ed
NPK. 091102367
Penata Muda Tk I/IIIb/Asisten Ahli
NIDN. 1005068201

Form 2

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

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

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	: Indah Permata Putri
NIM	: 14 631 1102
Hari Tanggal Seminar	: Rabu/ 6 Juni 2018
Pembimbing Utama	: Dr. Sri Yuliani, M.Pd.
Pembimbing Pendamping	: Sri Wahyuni, S.Pd., M.Pd.

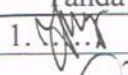
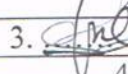


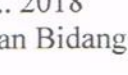
Judul Proposal Penelitian

An Analysis of Using Family Tree Towards Students' Speaking Ability at First Grade of SMPN 1 Rengat Barat

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	: Disetujui/Direvisi/ dirubah judul baru
An analysis on students' speaking skill at second grade of SMPN 1 RENGAT BARAT	
2. Identifikasi Masalah	: Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	: Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	: Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	: Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	: Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	: Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	: Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	: Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	: Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	: Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dr. Sri Yuliani, M.Pd.	Ketua/ Pembimbing Utama	1. 
Sri Wahyuni, S.Pd., M.Pd.	Sekretaris/ Pembimbing Pendamping	2. 
Dra. Hj. Syofianis Ismail, M.Ed.	Anggota	3. 
Andi Idayani, S.Pd., M.Pd.	Anggota	4. 
Muhammad Ilyas, S.Pd., M.Pd.	Anggota	5. 

Ketua Program Studi

Pekanbaru, 2018

Diketahui Oleh Wakil Dekan Bidang Akademik

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

NPK. 091102367

NIDN. 1005068201

Penata / III C/ Lektor

Dr. Sri Amnah. S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikat Pendidik : 13110100601134

Penata. IIIc / Lektor



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريوية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 28 Juli 2018

Nomor : 2906/E-UIR/27-Fk/2018

Hal : *Izin Research*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di –

Pekanbaru

Assalamu' alaikum Wr, Wbr.

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

Nama : **INDAH PERMATA PUTRI**
Nomor Pokok Mhs : 14 631 1102
Fakultas : Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul **"An Analysis On Students'
Speaking Skill At Second Grade Of SMPN 1 Rengat Barat."**

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

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan

Drs. Alzaber, M.Si.

NIP : 19591204 198910 1001

No. Sertifikasi Pendd. 11110100600810

NIND.0004125903

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR: 1389 /FKIP-UIR/Kpts/2018

TENTANG: PENUNJUKAN PEMBIMBING UTAMA DAN PEMBIMBING
PENDAMPING PENULISAN SKRIPSI MAHASISWA FKIP UNIVERSITAS ISLAM RIAU

Menimbang :

1. Bahwa untuk membantu mahasiswa dalam menyusun skripsi, maka perlu ditunjuk Pembimbing I dan Pembimbing II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut
2. Bahwa Saudara-saudara yang tersebut namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
2. Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan
4. Surat Keputusan Menteri Pendidikan Nasional;
 - a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi
 - b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi
 - c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa
 - d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi di Perguruan Tinggi
 - e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi
5. Surat Keputusan Pimpinan YLPI Daerah Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau
6. Surat Keputusan Rektor Universitas Islam Riau Nomor Tentang Pengangkatan Dekan FKIP Universitas Islam Riau

MEMUTUSKAN

Menetapkan :

1. Menunjuk nama-nama tersebut di bawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat dan Golongan	Pembimbing
1	Dr. Sri Yuliani, S.Pd., M.Pd	Lektor / Penata / III.c	Pembimbing Utama
2	Sri Wahyuni, S.Pd., M.Pd	Asisten Ahli Penata Muda Tk.I/III/b	Pembimbing Pendamping

Nama Mahasiswa	:	INDAH PERMATA PUTRI
NIM	:	14 631 1102
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	"An Analysis On Students' Speaking Skill At Second Grade Of SMPN 1 Rengat Barat."

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

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

Ditetapkan : di Pekanbaru
Pada Tanggal : 28 Juli 2018
Dekan,

Drs. Alzaber, M.Si.

NIP : 19591204 198910 1001

No.Sertifikasi Pendd.11110100600810

NIDN.0004125903

Tembusan :Disampaikan KepadaYth:

1. Rektor Universitas Islam Riau di Pekanbaru
2. Kepala Biro Keuangan Universitas Islam Riau di Pekanbaru
3. Ketua Program Studi **Bahasa Inggris** FKIP Universitas Islam Riau di Pekanbaru
4. Pertinggal/ Wulan



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/12508
TENTANG



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

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau**, Nomor : **2406/E-UIR/27-FK/2018** Tanggal **28 Juli 2018**, dengan ini memberikan rekomendasi kepada:

1. Nama : **INDAH PERMATA PUTRI**
2. NIM / KTP : **140311102**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **JL.AIR DINGIN GG.TAQWA 5**
6. Judul Penelitian : **An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat**
7. Lokasi Penelitian : **SMPN 1 RENGAT BARAT**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 1 Agustus 2018



Dilandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Indragiri Hulu
Up. Kaban Kesbangpol dan Linmas di Rengat
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
- ④ Yang Bersangkutan



PEMERINTAH KABUPATEN INDRAGIRI HULU
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
Jalan Lintas Timur Km. 05 Pematang Reba Telp. (0769) 341211, 341609
Email. info@dpmptsp.inhukab.go.id Website. www.dpmptsp.inhukab.go.id
R E N G A T

SURAT KETERANGAN PENELITIAN

Nomor : 07/DPMPTSP/NON IZIN-PENELITIAN/VIII/2018

Dasar

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 Tentang Penerbitan Surat keterangan penelitian;
2. Permohonan Yang bersangkutan

Memperhatikan

- : Surat Rekomendasi Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPTSP/NON IZIN-RISET/12508 Tanggal 8 Agustus 2018;

Kepala Dinas Penanaman dan Pelayanan Terpadu Satu Pintu Kabupaten Indragiri Hulu, memberikan Surat Keterangan Penelitian kepada :

1. Nama
2. NIM
3. Jenjang
4. Alamat

Untuk

: **INDAH PERMATA PUTRI**

: **146311102**

: **S1**

: **JL. AIR DINGIN GG. TAQWA- PEKANBARU**

: Melakukan Penelitian dalam rangka penyusunan Karya Ilmiah (Disertasi/Tesis/Skripsi/Tugas Akhir) dengan rincian sebagai berikut :

a. Judul Penelitian

: **AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE OF SMPN 1 RENGAT BARAT**

b. Tujuan Penelitian

: **TO KNOW STUDENTS' SPEAKING SKILL AT SECOND GRADE OF SMPN 1 RENGAT BARAT**

c. Lokasi Penelitian

: **SMPN 1 RENGAT BARAT KABUPATEN INDRAGIRI HULU**

d. Waktu Penelitian

: **2 (DUA) BULAN**

e. Bidang Penelitian

: **PENDIDIKAN BAHASA INGGRIS**

f. Status Penelitian

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Dibuat di : Rengat
Pada Tanggal : 13 Agustus 2018

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PELAYANAN TERPADU SATU PINTU
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Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA INDONESIAN LANGUAGE	B	3	2	6
IG13002	BASIC ENGLISH GRAMMAR BASIC ENGLISH GRAMMAR	B+	3.33	3	9.99
IG3004	BASIC READING BASIC READING	A-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING INTERPRETATIVE LISTENING	B	3	3	9
FK12001	LANDASAN PENDIDIKAN INTRODUCTION OF EDUCATION	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM ISLAMIC EDUCATION	B	3	2	6
MKU601102B	PENDIDIKAN PANCASILA PANCASILA EDUCATION	A-	3.67	2	7.34
IG13001	PRONUNCIATION PRACTICE PRONUNCIATION PRACTICE	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION SPEAKING FOR EVERYDAY COMMUNICATION	A-	3.67	3	11.01
IG23010	ACADEMIC LISTENING ACADEMIC LISTENING	B+	3.33	3	9.99
MKU601204	AL ISLAM 1 (FIKIH IBADAH) AL ISLAM 1 (FIQH IBADAH)	A	4	2	8
IG23012	BELAJAR DAN PEMBELAJARAN TEACHING AND LEARNING ENGLISH	A-	3.67	3	11.01
IG22009	EXTENSIVE READING EXTENSIVE READING	A-	3.67	2	7.34
EK22004	ILMU KEALAMAN NATURAL SCIENCES	B	3	2	6
IG23007	INTERMEDIATE GRAMMAR INTERMEDIATE GRAMMAR	A-	3.67	3	11.01
IG23006	PARAGRAPH WRITING PARAGRAPH WRITING	C	2	3	6
MKU601205	PENDIDIKAN KEWARGANEGARAAN CITIZENSHIP	A-	3.67	2	7.34
IG22008	SPEAKING FOR GROUP ACTIVITIES SPEAKING FOR GROUP ACTIVITIES	B+	3.33	2	6.66
IG22011	VOCABULARY IN CONTEXT VOCABULARY IN CONTEXT	A	4	2	8
IG33016	ACADEMIC READING ACADEMIC READING	A-	3.67	3	11.01
IG33013	ADVANCED GRAMMAR ADVANCED GRAMMAR	B	3	3	9
MKU602309	AL ISLAM 2 (FIKIH MU'AMALAT) AL-ISLAM 2 (FIQH MUAMALAH)	B+	3.33	2	6.66
IG32018	ENGLISH PHONETICS AND PHONOLOGY ENGLISH PHONETICS AND PHONOLOGY	B-	2.67	2	5.34
IG23012	ESSAY WRITTING ESSAY WRITTING	B	3	3	9
IG32018	INTRODUCTION TO JOURNALISM INTRODUCTION TO JOURNALISM	B+	3.33	2	6.66
IG32017	INTRODUCTION TO LINGUISTICS	B+	3.33	2	6.66

	INTRODUCTION TO LINGUISTICS				
FK32006	KURIKULUM DAN PEMBELAJARAN CURRICULUM AND LEARNING	B	3	2	6
IG32019	SECOND LANGUAGE ACQUISITION SECOND LANGUAGE ACQUISITION	A	4	2	8
IG33014	SPEAKING FOR FORMAL SETTING SPEAKING FOR FORMAL SETTING	B+	3.33	3	9.99
IG43023	ACADEMIC WRITING ACADEMIC WRITING	A	4	3	12
BS42007	AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	B-	2.67	2	5.34
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING ASSESMENT IN ENGLISH LANGUAGE TEACHING	A-	3.67	2	7.34
IG42031	BUSINESS CORRESPONDENCE BUSINESS CORRESPONDENCE	A	4	2	8
IG42025	CROSS CULTURAL UNDERSTANDING CROSS CULTURAL UNDERSTANDING	A-	3.67	2	7.34
IG42024	ENGLISH MORPHOLOGY ENGLISH MORPHOLOGY	B+	3.33	2	6.66
IG42026	ENGLISH SYNTAX ENGLISH SYNTAX	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN ETIC AND EDUCATIONAL PROFESSION	B	3	2	6
IG42028	NEWS AND REPORT WRITING NEWS AND REPORT WRITING	B	3	2	6
BS42009	PENGELOLAAN PENDIDIKAN MANAGEMENT OF EDUCATION	B	3	2	6
FK42008	PSIKOLOGI PENDIDIKAN EDUCATIONAL PSYCHOLOGY	A-	3.67	2	7.34
IG52035	DISCOURSE ANALYSIS DISCOURSE ANALYSIS	A-	3.67	2	7.34
IG52037	EDITING EDITING	A-	3.67	2	7.34
IG52033	ENGL.FOR YOUNG LEARNERS ENGL.FOR YOUNG LEARNERS	A-	3.67	2	7.34
IG52040	ENGLISH FOR OFFICE ENGLISH FOR OFFICE	B+	3.33	2	6.66
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG EVALUATION AND LEARNING ACHIEVEMENT	B	3	3	9
BS52011	FILSAFAT PENDIDIKAN ISLAM PHILOSOPHY OF ISLAMIC EDUCATION	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE INTRODUCTION TO LITERATURE	B+	3.33	2	6.66
IG52036	LINGUISTICS AND LITERARY RESEARCH LINGUISTICS AND LITERARY RESEARCH	A	4	2	8
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	A-	3.67	2	7.34
IG52034	SEMANTICS SEMANTICS	B+	3.33	2	6.66
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH	C	2	3	6
BS62014	BIMBINGAN DAN KONSELING GUIDANCE AND COUNSELING	A	4	2	8
IG62045	ENGLISH FOR SPECIFIC PURPOSE ENGLISH FOR SPECIFIC PURPOSE	A-	3.67	2	7.34
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN ENTREPRENEURSHIP EDUCATION	A	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS RESEARCH ON LANGUAGE TEACHING	B+	3.33	3	9.99
IG62046	PSYCHOLINGUISTICS PSYCHOLINGUISTICS	B+	3.33	2	6.66
IG62048	SOCIOLINGUISTICS SOCIOLINGUISTICS	B	3	2	6
FK63012	STATISTIK PENDIDIKAN EDUCATIONAL STATISTICS	B	3	3	9
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	A	4	2	8

IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS <i>THEORY AND PRACTICE MICRO TEACHING OF EDUCATION</i>	A-	3.67	3	11.01
IG63047	TRANSLATION <i>TRANSLATION</i>	B	3	3	9
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) <i>EDUCATION FIELD AND PRACTICE</i>	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS <i>SEMINAR OF ENGLISH EDUCATION</i>	A-	3.67	2	7.34
BS86016	THESIS <i>THESIS</i>	A-	3.67	6	22.02
		Jumlah		154	521.74
		IPK		3.39	



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

ABSTRACT

INDAH PERMATA PUTRI

**: An Analysis on Students' Speaking Skill at
Second Grade of SMPN 1 Rengat Barat**

Key Words

: Speaking Skill

The aim of this research was to know students' speaking skill at Second Grade Of SMPN 1 Rengat Barat." The focus of this research was to described and analyzed students' speaking skill in conversation of the second grade at SMPN 1 Rengat Barat by categorizing into three aspects based on curriculum 2013. They are knowledge, attitude and action.

The design of this research was descriptive qualitative approach. It has one variable that was the second grade students of SMPN 1 Rengat Barat in speaking skill of conversation. This research has been conducted during the period August to September 2018. The population of this research was the second grade students at SMPN 1 Rengat Barat. The number of classes who has been studying of the second grade was about six classes. The researcher choose a class that consist 20 students as a sample. To analyzed the students' speaking skill in aspects knowledge, attitude and action. The researcher used observation, performance test in conversation and documentation by analyzed their skill in speaking based on curriculum 2013 aspects.

The researcher found that most of students' able to speak English in conversation in front of the class with their partner. The findings of this research showed that most students in conversation able to integrate the aspects speaking skill based on curriculum 2013. They quite capable in knowledge and attitude aspects. Their weaknesses are in action aspect. Based on the result of analysis, the researcher concludes that the second grade students at SMPN 1 Rengat Barat in speaking skill was classified into good level.

ABSTRAK

INDAH PERMATA PUTRI

**: *An Analysis on Students' Speaking Skill
at Second Grade of SMPN 1 Rengat Barat***

Kata Kunci

: *Kemampuan Berbicara*

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara pada siswa kelas dua di SMPN 1 Rengat Barat. Fokus pada penelitian ini yaitu untuk menjelaskan dan menganalisa kemampuan berbicara siswa dalam sebuah percakapan pada siswa kelas dua di SMPN 1 Rengat Barat yang dikategorikan kedalam tiga aspek berdasarkan kurikulum 2013. Adapun kategorinya yaitu pengetahuan, sikap, dan tingkah laku.

Desain dari penelitian ini adalah pendekatan deskriptif kualitatif. Yang mana mempunyai satu variabel yaitu siswa-siswa kelas dua di SMPN 1 Rengat Barat, mereka dilihat dari kemampuan berbicara ketika sedang dalam percakapan. Penelitian ini telah dilakukan mulai dari Agustus hingga September 2018. Populasi pada penelitian ini adalah siswa kelas dua di SMPN 1 Rengat Barat. Jumlah siswa kelas dua dibagi menjadi sekitar enam kelas. Peneliti memilih kelas yang terdiri dari 20 siswa sebagai sampel. Untuk menganalisa kemampuan berbicara siswa dalam aspek pengetahuan, sikap, dan tingkah laku. Peneliti menggunakan observasi, tes penampilan dalam percakapan dan dokumentasi yang di analisa sesuai kemampuan mereka dalam berbicara berdasarkan aspek yang ada pada kurikulum 2013.

Peneliti menemukan bahwa hampir semua siswa mampu berbicara dalam Bahasa Inggris ketika sedang dalam dialog percakapan di depan kelas dengan temannya. Penemuan dalam penelitian ini menunjukkan bahwa hampir seluruh siswa mampu melakukan percakapan untuk mengintegrasikan aspek kemampuan berbicara berdasarkan kurikulum 2013. Mereka cukup mampu dalam aspek pengetahuan dan sikap. Namun mereka lemah pada aspek tingkah laku. Berdasarkan pada hasil analisa, peneliti menyimpulkan bahwa siswa kelas dua di SMPN 1 Rengat Barat dalam kemampuan berbicara diklasifikasikan termasuk kedalam tingkat yang bagus.

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However, the researcher realizes that this thesis is far from being perfect. So, any criticisms, ideas and suggestion for the improvement of this thesis are greatly appreciated.

Pekanbaru, 7 February 2019

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Speaking is one of language skills of communication. It is as verbal communication to express the idea, information orally. It is also the way for people to communicate to each other. The students must be motivated by the teacher to speak English. It becomes very important in using English for communication. As a foreign language in Indonesia, English had been studying in Junior High School since they start to study at the first year.

Speaking is an obstacle which faced by students in university, senior high school, junior high school, and elementary school level. The obstacles are determined by some factors such as, lack of vocabulary, poor pronunciation, lack of self confidence, and motivation. Speaking is the process of oral communication involving the interaction both speakers and listeners in sharing information. It is also define as the ability to articulate sound or some words to express, state, and convey ideas from one person to the other person through the oral from by speaking, students can share and exchange the ideas they got from book or other information of media. They can easily express what they feel, what they learnt, and what they want to the other orally. Speaking is considered the most complex skill to be learnt.

The students must be capable to build an interactive communication each other to express meaning even formal or informal conversation in the content of daily life. In the real conduction, some students of SMPN 1 Rengat Barat are not able to speak English well. Based on the pre-observation, the speaking in ability of students come from several factors, those are: First, the students afraid of making mistake in speaking English. It indicate that the students have limited vocabulary. When they are about to explain something they have a short break by saying “eeeeee” in order to think the next vocabulary that they want to say. Second, they lack of self-confidence. It can be seen and shown when they get chance to come to forward in order to explain something in English, they reluctant to do it. And third, they lack of idea to speak, it means that students are often reluctant to speak because they do not have any opinion through to say express. Especially, when the teacher asks them to give personal information or opinion. Most of them still take a long time to think the opinion on their mind. They do not know what to say because they do not have something usually called is guidance.

According to Jeremy Harmer (2001: 271), Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much concious thought. Effective speakers need to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

SMPN 1 Rengat Barat is one of the school is located in Rengat Barat. All of the first grade students of SMPN 1 Rengat Barat learn English and based on the

researcher interview with one of the English teachers at SMPN 1 Rengat Barat, researcher found many problems. It occurred in teaching English especially in teaching of speaking in the classroom. Many of students were difficult to improve their speaking because the technique of teaching from teacher is not interested and students feel bored since they just keep silent because their not understand about what teacher said.

Conversation is a talk between two or more people the act of talking (Merriam Webster, 1828:4). When students are assigned in situation to talk with friends, they talk to express feelings, thoughts in order to exchange information. It also helps them to acquire speaking skill and oral fluency, which also help to boost their confidence level. As they took preparation for dialogue, it not only helps them to gain back their confidence but also helps in acquiring fluency in target language.

Based on the problems above, the researcher was interested in conducted the research entitled: *“AN ANALYSIS ON STUDENTS’ SPEAKING SKILL AT SECOND GRADE OF SMPN 1 RENGAT BARAT”*

1.2 Identification of the Problem

From the background above, the researcher found students’ problems. First, the students’ can not speak English fluently yet, because do not have self confidence to speak in front of the class. They were afraid of making mistakes in speaking English. They decided to stop their explanation just because they do not know what to say. It make the points of the explanations can be deliver clearly.

Second, the incorrect accuracy often cause by the lack of sound similarity between English and students' native language. In this situation, students wish that they can speak English fluently but most of them think that English is too challenging for them to master.

The teacher problems in teaching speaking, the teacher faced some problem in their class. Some students had the different ability and the teachers get problems in giving appropriate topic to their students'. For example some students' have low ability in speaking English, some students' have high ability in speaking English and some students' do not have self-confidence to speaking in front of the class. Although the subject is English, it does not mean that the language used in English. This issue was proven when the researcher conducted observation. The teacher used Bahasa Indonesia more frequently rather than English, whereas the only opportunity for the students to be exposed to English is in the classroom.

1.3 Limitation of the Problem

Based on identification of problem, there are some problems in which have been found by the researcher in the classroom. In this research, the researcher focus on the problems and measured three terms based on Curriculum 2013 the students speaking skill assessed of (Knowledge, Attitude and Action).

1.4 Research Questions

Based on the limitation of the problem above, the problem of this research can be formulated as following question:

1. How are students' speaking skill at the second grade of SMPN 1 Rengat Barat ?

1.5 Objective of the Research

The objective of the research was to find out students' speaking skill at the second grade of SMPN 1 Rengat Barat, based on Curriculum 2013 the students assessed in three terms they are Knowledge, Attitude and Action.

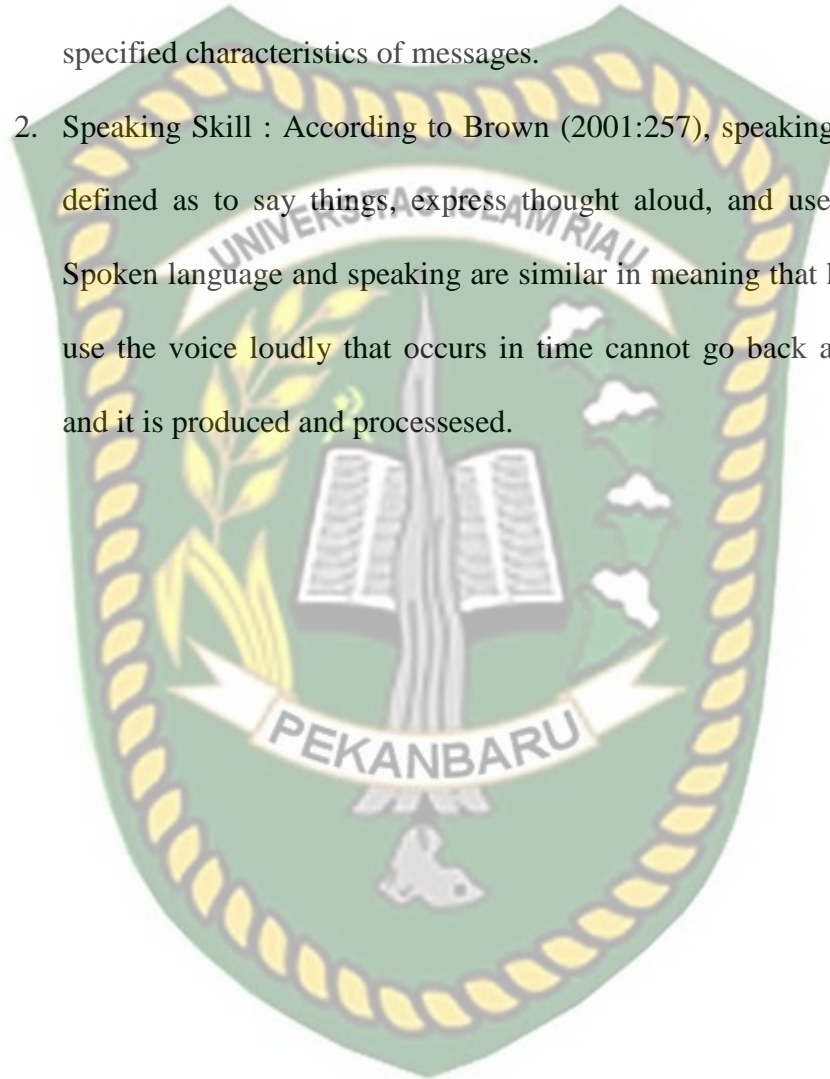
1.6 Significance of the Research

The significance of this research are :

1. For the teacher, the result of this study will give information about students' speaking skill at second grade of SMPN 1 Rengat Barat.
2. For the students, to help students overcome the problem in speaking English.
3. For the readers, the researcher hope this research will be useful for English learners and it can be helpful resource for everyone who is interested in this subject to investigate the same topics in depth.

1.7 Definition of the Key Terms

1. Analysis : According to Ole Holsti (1969) analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages.
2. Speaking Skill : According to Brown (2001:257), speaking is literally defined as to say things, express thought aloud, and use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processessed.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking is one of the four skills of English language; it is as a skill that needs more attention from the students, because the students should have good interaction each other in speaking.

Speaking is a complex process because it involves thinking, language and social skills (Ismiati, 2011:45). It means in communicating to convey an opinion or an idea there should be one speaker and one audience in this activity. When the speaker speaking, he expressed his opinion, feelings and ideas towards the listener. Thus, it can be concluded that humans as social beings can interact with each other to share information, opinions, and disclosures feelings through speaking skills. According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (Chaney, A., & Burke, T. (1998 : 13).

Talking about speaking, according to Nelasco (1987: 42) explains what people actually do when they are speaking. They are as follows: 1) They share meaningful information, 2) They take turn, 3) They use body language and gesture to emphasize, 4) They use stress and intonation. In other words, people try hard to convey their feeling, ideas and arguments by using nonverbal language,

such as: gesture, body language, stress and intonation. The ability to speak is the most important aspect of language use.

One expert has different definition of speaking from another. Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Sadtono (1983: 26-27) in Rohmawati (2001:1) said that “the speaking is a skill which is more difficult to master than the other skills because it can be held alone in the process in learning it”. It needs partner or partners to practice it. But if someone masters it well, in the sense that he converses freely, it can help in mastering the other skills such as listening, reading and writing skills.

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

(Chaney, 1998: 13) states that speaking is a "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". A successful speaking activity in the classroom have organized as teacher or participated as students. Here the classroom activities develop learners'

ability to express themselves through speech yet it is difficult to design and administer the activities.

Boonkit (2010) believed that speaking is one of four important abilities in English, especially when the speakers are not from English native country. The ability is described as the capability to use language in real situation, the ability to report acts in precise words, or the ability to express or converse ideas fluently.

English as Foreign Language (EFL) student should improve their speaking ability since English has become the first international language that use to communicate with people from all around the world. English speaking ability should be improved together with the other abilities in English to fulfill the communication requirement.

Students should be given more chance to speak. Harmer (in Suryani Desi, 2011:1) states there are three main reasons why the students have to speak in the classroom. First, speaking activities provide trial chances. Second, speaking tasks provide feedback for teacher and students. Third, the more students practice the elements of language, the better it will be. Therefore, it can be concluded that speaking plays a crucial part to master English. Chaney (in Ayu; 2007), considered speaking a process: “speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts” Sharing the same view point, some expert from Florez (in Liao; 2009) added that speaking is an “interactive” process, which consists of three main stages

“producing, receiving and processing information.”it’s mean that speaking is a process someone to sharing their ideas or information.

In addition Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have many vocabularies and have written them well. The problems are afraid for students to make mistakes.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

2.1.2 Purpose of Speaking

Chastain (1975) in Tirta says that, in general, the aim of speaking is to make student able to communicate with others since speaking is major objective in language classes. Learners are expected to be able to the language they learn in order to achieve the purpose stated in 1994 curriculum some activities can be done by the students such as :

1. Starting the students' ideas about something,
2. Asking and answering question based on the information given,
3. Talking about something that will be done.

2.1.3 Speaking Problems

Students find problems when doing speaking activities in the classroom. Richards (2008: 24) states that learners feel difficult in presenting a good image of them and sometimes avoid situations that call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Hatch (1978) in Richard (2008: 24) emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learners may depend on familiar topics to get by. However, they also need practice in introducing new topics into conversation to move beyond this stage.

Another problem in speaking class is Dealing with the expectation of the objective in speaking skill is not easy and simple, either for the teachers or for the students. They face some difficulties in the teaching and learning of speaking. Based on the researcher's experience and observation in classroom activities, the researcher found some problems. First, students felt afraid and nervous when they wanted to speak or communicate using English in front of their classmates. Second, the students did not have any idea or initiative to speak unless he asked them questions, or when they had ideas, they did not know how to express the ideas. It was due to the lack of vocabulary, lack of understanding of grammatical

patterns, and lack of practicing English speaking. Third, the students still frequently made mistakes in pronouncing the English words.

It was caused by their pronunciation which was still influenced by their native language. Fourth, their problem with prosodic features such as intonation, stress, and other phonological nuances still caused misunderstanding or led to communication breakdown. Those problems made the students reluctant and unmotivated to speak.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mothertongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

In order to solve the students' problem and enhance their speaking ability, a teacher has to be able to provide some techniques that can involve students in practicing speaking and also give motivation. Nunan (1991) says that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and and listening skills with media. Media

have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning ornteaching (Brinton:2001). The use of media is needed to ensure an effectivebcommunication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process.

Below are some characteristics of spoken language that make speaking difficult proposed by Brown (2000: 270-271) :

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilled bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stressed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation. The problems mentioned above occur very often in English classroom. English teachers are expected to find the solution of the problems.

2.1.4 The Importance of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/she is talking about.

Based on the 2006 School Based Curriculum, the purpose of learning English at Junior High School is to develop the four language skills, listening, speaking, reading and writing. In the instructional process, this skill should be integrated in order to get the ability to express the ideas, emotions, feelings, and to share opinions to each other fluently through speaking. The teacher should have programs and many things to manage and make the students feels interested in the class. A good teacher thought to create the effective situation and give different ways in learning English. Media are important things in teaching and learning speaking.

Richards (2008: 21) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s

framework (after Jones, 1996, and Burns, 1998): talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches.”

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience. Speaking has its functions 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.

2.1.5 Types of Classroom Speaking Performance

In English classroom, students are expected to perform their English speaking. These are the kinds of oral production that students are expected to carry out in the classroom proposed by Brown (2000: 271-274).

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues (categories 4 and 5). Such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

2.1.6 Teaching Speaking at Junior High School

Speaking is in many ways an underdeveloped skill. The direct cause may be rooted in teaching itself. In EFL classes, pupils are given few opportunities to practice speaking. They are there to listen much more than to speak in English. Brown (2000:7) defines the meaning of “teaching speaking” is guiding, facilitating, learning, enabling the learner to learn, and setting the condition for learning. It means, the teacher should guide the students in learning process.

Teaching English for beginners with appropriate method can motivate them. Brown and Yule (1994:217) say that there are four language skills that must be learned by the students in English learning. As mentioned, speaking is one of four language skills that need to be learned by the students because in speaking, people will be able to say what they want to express.

According to Bill Page, “Teaching is relationship between teacher and learner. The learner gets the benefit of the learning, while the teacher gets credit for the teaching.” It can be concluded that, teaching is a process of learning between teacher and students. In learning, students can receive material that is given by teachers, and teachers also get benefit from the learning.

Teaching speaking to young learners especially for Junior High School students is an interesting and challenging duty for teachers for some considerations. In one hand, young learners are individuals of very early age who are interested in many new things such as foreign language, English.

Junior High School students will enthusiast in learning, if we often praise them. Due to the praise, they would like the material that we teach and they will be motivated to learn English happily. The students are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young learners. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning (Scott&Ytreberg 2000:3)

From the definition above, it can be concluded that Teacher should provide maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2.1.7 Techniques of Teaching English Speaking to Junior High School

Foreign language learners lack of exposure to use English in communication or interaction because there will be very little experience of the language outside the classroom (Cameron, 2001 and Damayanti, 2010). Therefore, EFL teachers should be able to create the exposures of using English in the classroom through interesting activities in order to involve students within

something rather than only keep silent and listen to teacher's explanation (Harmer, 1991).

Technique is very important in teaching and learning process. It has a very essential role in supporting the success of teaching and learning process.

According to Brown (2001), techniques are the specific activities manifested in the classroom. In other words, a technique is about any of a wide variety of exercises, activities, or tasks in the language classroom used to achieve the objectives of the lessons. Mulyono state that there are three skills in teaching speaking, guided speaking, responsive speaking, and productive speaking.

a. Guided Speaking

Guided speaking is emphasized on pronunciation and limited speaking with clue or track that has been planned.

b. Responsive Speaking

The ability of the students in speaking can be stimulated from reading (English only), and reading has many vocabularies and structure of language. In this second technique, the ability of students in English speaking appears with stimulate reading.

c. Productive Speaking

Speaking a broad discourse is the main purpose of this technique. However, it can be obtained if the students has mastered the first and the second technique well.

Using comfortable environment in the classroom also interesting to students at Junior High School. The chairs are arranged semicircle and faced the black or white board in order to make the students pay more attention and get more relaxed. And also using pictures in the class can develop teaching speaking process. As well as enjoying pictures they also form a key resource for accessing the different learning styles that each student has. Using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom. They also offer an opportunity for movement and a multi-dimensional perspective which will reach our kinesthetics learners.

2.1.8 Classroom Speaking Activities

There are many Classroom Speaking Activities which offer students much time to practice their speaking ability not only in class but also outside and helps them becoming socialized, and makes students more active in teaching learning process and at the same time makes their learning more meaningful and fun for them.

Young learners learn language differently from adults to some extent. First, they respond to meaning rather than to language form. It means they will learn better if the lessons focus on interaction, meaning, and fluency rather than on accuracy (Moon, 2000:5; Harmer, 2001:38). Second, children focus on here and now situation in such a way that the designed lessons should catch their immediate interest as well as their motivation to use the language.

It can be done by providing authentic materials to make them see the benefits of learning the language for their real-life situation (Brown, 2001:88). Third, children need to have all five senses stimulated which can be accomplished by providing sensory aids and physical activity, such as role-play, games, or Total Physical Response activities (Brown, 2001:89). The forth aspect is that children have a short attention span as they cannot do the same thing for a long time unless it is interesting, fun, and lively. Thus, providing a great variety of activities is important to maintain their interest and attention alive (Harmer, 2001:38; Curtain & Dahlberg, 2010:19).

On the other hand, English teaching practice in many EFL classrooms, including in Indonesia, does not involve adequate variant of activities, especially speaking activities. It merely focuses on drilling grammar knowledge and reading comprehension rather than encourages students' interaction and communication (Howard and Millar, 2009).

In case if teachers provide students speaking activities, the students do not respond or are not willing to participate actively since there are not enough support for them to speak (Damayanti, 2010). In speaking activities in the classroom, the teacher should pay attention to the purpose of the activity, where the goal is to practice the language learned correctly. In the activities of speaking in the class that is more free for example on the activities games, role play, and questions and answer, the goal is to encourage students to express their ideas and focus on the content rather than on the structure. In-class speaking activities may include:

1. Short Dialogue Conversation,
2. Question and Answer,
3. Games,
4. Role Play, and
5. Retelling story.

Short dialogue conversation , question and answer, and games can be done in pairs. Paired activities are more motivating children to talk actively. Q & A activities can increase students' need to communicate with their friends.

Role play is also an activity that stimulates students to speak and train fluency using English. In role play, students are given the opportunity to practice the language they have learned in a particular context. In-class speaking activities can become more lively if the teacher also uses a project or a teaching tool that fits the topic.

2.2 Relevance Studies

As a matter of fact, there are some studies about speaking, they are:

The first is conducted by Tirta Handayani (2016), that focused on students speaking ability. The research title is *An Analysis of Speaking Skill of the Second Year Students at SMAN 3 Tualang*. The researcher used two instruments to collect the data, speaking assessment and observation. The result of the research is the ability of second year students of SMAN 3 Tualang found that average of their speaking skill is 70.7 which categorized was “good”.

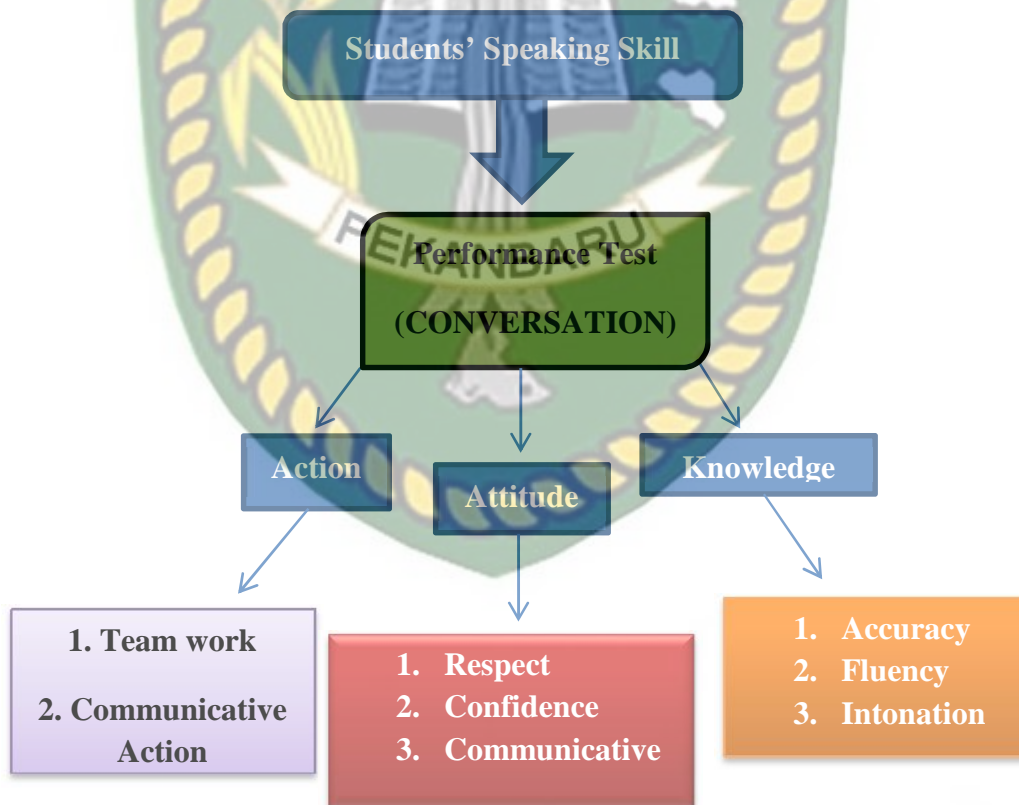
Second, conducted by Siti Surinah Harahap (2015), she also focused on students speaking skill. The research title is *An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir*. The population of this research was taken from the second grade students' at SMP 8 Rambah Hilir is about 21 students. Based on the result, the writer concludes that the second grade students' of SMP 8 Rambah Hilir in speaking were good in speaking skill. The result of the analysis showed that 67% out of 21 students have good speaking skill, 33% of 21 students had average to good speaking skill. No students were in poor to average and poor level ability. So the conclusion is the students' speaking skill was "good".

Third, conducted by Gusriza Hayanda (2010), in this research she also focused on speaking skill but in asking, giving, and refusing help at SMP Pertiwi 2 Padang. The population of this research was the eight grade student'. The total sample members were 24 student, they were choosen by using convinience sampling technique. The data were collected through speaking test. The result of this research showed that students' speaking skill at SMP Pertiwi 2 Padang in general was high. It was proved by the finding that was 66.6% students who had high ability. Referring to the result of this research, the researcher concluded that the ability of the second grade students' speaking skill to use expression of asking giving and refusing help high.

2.3 Conceptual Framework

This study aims to know the students' speaking skill by second grade students of SMPN 1 Rengat Barat. In collecting the data, the teacher will give speaking test after they learn about the topic based on the syllabus. After gets the data from the rater, the writer will analyze students' performance test in conversation who focuses on students' speaking skill based on curriculum 2013 the students assessed in three terms they are *Knowledge, Attitude and Action*. The figure can be seen as follows:

Figure 1. Conceptual Framework



2.4 Assumption

In this research, the researcher assumes that speaking of the second grade students' of SMPN 1 Rengat Barat was good.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research design of this study was descriptive qualitative method. The design of this research was only one variable, namely students' speaking skill because this research gave the descriptive of students' speaking skill in conversation of the second grade students at SMPN 1 Rengat Barat, which assessed in three aspects based on curriculum 2013 that consists are knowledge, attitude and action. According to Bungin (2007:68), "descriptive qualitative research aims to describe, summarize the various conditions, situations, or phenomena of social reality that exist in the community that became the object of research."

3.2 Source of Data

The source of data of this research was the second grade students of SMPN 1 Rengat Barat. Gays (1987:07) states that population is the total of group to which the researcher would like to generalize the result of the study and sampling is the processes of selecting a number of represent one the large group from which they selected. In other words, population is the whole or research subject (Arikunto, 1998:115-117). Likewise, Muijs (2004:37) say that a population is the group that the writers want to generalize finding to. The population of this research was 138 students that consists of six classes. The researcher used cluster sampling to take

sample of the research, which means every member of the population has an equal independent chance of being selected for the sample. In this research, the writer choose one class as a sample. The researcher took class VIII E. The participants were 20 students.

3.3 Data Collection Technique

Conducting research required a process or steps. Several procedures were done to conduct research as process or steps. The procedures were described below :

1. The researcher came to the school to ask permission the principal who has the authority to allow the research. The research conducted in the field of VIII. E class of SMPN 1 Rengat Barat.
2. When the first meeting, the researcher came to classroom to observe the condition of class. Then, the researcher gave a topic and asked the students make a dialog conversation.
3. After that, the teacher gave oral test after the first meeting they have make the dialog conversation. The oral test was given to know students' speaking skill in some aspects in conversation. The students were asked to do dialog conversation in front of the class with their partner.
4. And the researcher recorded students' activity when speak in front of the class by using a camera handphone.

5. Next, the researcher observed three aspects in speaking skill based on curriculum 2013. Scoring for each aspects have been analyze by the raters. After finished it, the writer took the data from the rater. After that the researcher analyze, count the average score and percentage, then describe it.

3.4 Data Analysis Technique

After collected data from the rater, the researcher took and calculation the scores from rater and analyzed students' speaking skill whether their speaking was good or not in three aspect based on curriculum 2013. In this research, the researcher also used scoring rubric which adopted from Harris (2007), the rating as follow:

Level	Score	Indicators
Fluency	25	Speak fluently, no significant pause.
	20	Speak well enough, pause here and there.
	15	Speak diffluent, too many pause.
	10	Speak unclearly.
Vocabulary	25	Use key diction, supporting diction, additional.
	10	Use supporting diction and additional diction.
	15	Use supporting diction.
	10	There are no key diction, supporting diction and additional diction
Comprehension	25	Understand the topic without any difficulties.
	20	Understand most of the topic, there are some repetitions.
	15	Understand only a little about the topic, there are many repetitions.
	10	Understand too little about the topic.
Pronunciation	25	The pronunciation is very clear and easily understood.

	20	Easily understood the word. Despite, the influence of mother tongue can be detected.
	15	The pronunciation is not really clear, but it can be understood by the listener.
	10	The pronunciation is not clear.

(David P. Harris : 2007)

1. To analyzing the data, the researcher used arithmetic evaluation :

81 – 100	: Excellent
61 – 80	: Good
41 – 60	: Fair
21 – 40	: Poor
0 – 21	: Very Poor

(Cited in Cempaka 2013: Tuckman)

2. To find the percentage of the students' :

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

Where :

P = Percentage

f = Frequency

N = Number of cases

(Cited in Cempaka 2013: Sudjono, 2008)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter discussed the result of the data analysis. The title of this research was An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat. This research was conducted to find out speaking skill in conversation of the second grade students' at SMPN 1 Rengat Barat itself. In this chapter, the writer would present the findings based on the data obtained from the rater. In speaking skill based on Curriculum 2013, the students were assessed in three aspects, they are : Knowledge, Attitude, and Action.

4.1.1 Data Presentation of Students' Knowledge in Speaking Skill in Conversation

The writer described students' knowledge in speaking skill in conversation, which was collected from the rater. The students were assessed in three terms they are Accuracy, Fluency and Intonation. The score was given by the rater that could be shown below:

Table 4.1.1

Score of Students' Knowledge in Speaking Skill in Conversation

NO	NAME	Accuracy	Fluency	Intonation	Students Score	Individual Score	LEVEL
1	Student 01	4	4	4	12	80	Very Good
2	Student 02	3	4	3	10	67	Good
3	Student 03	4	4	4	12	80	Very Good
4	Student 04	4	4	4	12	80	Very Good
5	Student 05	3	3	3	9	60	Fair
6	Student 06	3	3	3	9	60	Fair
7	Student 07	4	4	4	12	80	Very Good
8	Student 08	4	4	4	12	80	Very Good
9	Student 09	3	2	4	9	60	Fair
10	Student 10	3	3	3	9	60	Fair
11	Student 11	4	4	3	11	73	Good
12	Student 12	3	4	3	10	67	Good
13	Student 13	4	4	4	12	80	Very Good
14	Student 14	4	4	4	12	80	Very Good
15	Student 15	4	2	3	9	60	Fair
16	Student 16	3	3	3	9	60	Fair
17	Student 17	4	4	4	12	80	Very Good
18	Student 18	4	4	4	12	80	Very Good
19	Student 19	4	3	3	10	67	Good

20	Student 20	3	3	3	9	60	Fair
Total Individual Score							1414
The Average Score							70,7

Based on the performance it is found that almost all of students were categorized into good level in speaking for knowledge aspect. First in fluency and accuracy, almost all of students have difficulties in intonation. Their intonation is a little choppy or very choppy because some of them feel nervous, difficult to pronounce the words and lack of confidence when their speak in English in front of the class. In conversation, there are seven students get poor level, three get fair level and ten students get good level. In conversation, most of them did not able to speak fluent because they still strange with the words and they try too hard to spell the words that affect in their intonation.

In accuracy, almost all of students were categorized into good level. When students have a conversation, the accuracy in their spell the words in English is very good. Even though in some words the pronunciation is still inaccurate, but it can still be understood by the teacher and the listeners what is the meaning of the topic they are talking about.

Then in fluency, when students did the conversation in front of the class, fluency when delivering topics is also very important because with fluency in speaking in English it can make easier for listeners to understand the topic being discussed. Almost all of students were categorized into good level in fluency, although some students still not fluent in delivering topics. The other students also always to say “eeeeeee” when having a conversation. This happens because students do not understand the meaning of the conversation or the pronunciation of words that they think are too difficult to pronounce. This is also one of the inhibiting factors for the level of fluency when dialogue in front of the class.

For intonation, in this research the students were categorized into fair level in speaking. During the conversation, the students sometimes was talked with clear and unclear voice. Some students did not say the words clearly, usually their stops or pauses when their speak in front of the class because they tried to remember the topic in conversation and it affect to their pronounce which is not good and their voice dissappeared. Different with the other students, there are students did not say the words clearly because nervous, then they only talked in low intonation, it makes the listeners can not understand what the topic in conversation.

The result from the speaking skill in conversation for knowledge aspect was the second grade student of SMPN 1 Rengat Barat was categorized into good and fair level but their average score was categorized into good level. Based on the table above it is found that three students get score 67, one student get score 73 and nine students get score 80, they are in good level around 61 – 80, seven

students get score 60 and they are in fair level. It means that 73,33% of the students in good level and 26,67% in fair level. The average of their score are 70.7 which considered as good level.

4.1.2 Data Presentation of Students' Attitude in Speaking Skill in Conversation

The writer described students' attitude in speaking skill in conversation, which was collected from the rater. The students were assessed in three terms they are Respect, Confidence and Communicative. The score was given by the rater that could be shown below:

Table 4.1.2
Score of Students' Attitude in Speaking Skill in Conversation

NO	NAME	Respect	Confidence	Communicative	Students Score	Individual Score	LEVEL
1	Student 01	4	3	3	10	70	Good
2	Student 02	4	5	3	12	80	Very Good
3	Student 03	4	4	4	12	80	Very Good
4	Student 04	4	4	4	12	80	Very Good
5	Student 05	4	4	4	12	80	Very Good
6	Student 06	4	5	3	12	80	Very Good
7	Student 07	3	4	3	10	70	Good
8	Student 08	4	4	4	12	80	Very Good
9	Student 09	4	4	2	10	70	Good

10	Student 10	5	4	3	12	80	Very Good
11	Student 11	4	2	2	8	60	Fair
12	Student 12	4	2	2	8	60	Fair
13	Student 13	4	5	3	12	80	Very Good
14	Student 14	3	3	4	10	70	Good
15	Student 15	4	3	3	10	70	Good
16	Student 16	4	3	3	10	70	Good
17	Student 17	3	2	3	8	60	Fair
18	Student 18	4	2	2	8	60	Fair
19	Student 19	5	3	4	12	80	Very Good
20	Student 20	4	3	3	10	70	Good
Total Individual Score							1450
The Average Score							72.5

Based on the performance it is found that almost all of students were categorized into good level in speaking for attitude aspect.

In respect, before the conversation begins the students say “Assalamu’alaikum” and said ‘Good Morning’ to the teacher and other students. After that, when the students did the conversation in front of the class with their partner and there was something happened in the middle of conversation such as their partner forget about some words and their try to give a clue to their partner to remember what the next words.

Then in confidence, in this research the students have difficulties in self confidence. Almost all of the students feel nervous and their intonation little choppy in conversation. Based on the observed, the researcher asked some students, it happened because their can not control theirself, and rarely practice speak English in front of the class.

For communicative, sometimes the students can showed communicative and sometimes they can not. But , there are some students can communicative during conversation very well. They can develop the topic then make the listeners interested to listen their conversation until end.

The result from the speaking skill in conversation for attitude aspect was the second grade student of SMPN 1 Rengat Barat was categorized into good and fair level but their average score was categorized into good level. Based on the table above it is found that seven students get score 70 and nine students get score 80, they are in good level around 61 – 80, four students get score 60 and they are in fair level. It means that 70% of the students in good level and 30% in fair level. The average score of their score are 72.5 which considered as good level.

4.1.3 Data Presentation of Students' Action in Speaking Skill in Conversation

The writer described students' action in speaking skill in conversation, which was collected from the rater. The students were assessed in two terms they are Team work and Communicative action. The score was given by the rater that could be shown below:

Table 4.1.3
Score of Students' Action in Speaking Skill in Conversation

NO	NAME	Team Work	Communicative Action	Students Score	Individual Score	LEVEL
1	Student 01	4	4	8	70	Good
2	Student 02	4	4	8	70	Good
3	Student 03	4	4	8	70	Good
4	Student 04	5	5	10	80	Very Good
5	Student 05	5	5	10	80	Very Good
6	Student 06	5	5	10	80	Very Good
7	Student 07	5	5	10	80	Very Good
8	Student 08	3	3	6	60	Fair
9	Student 09	4	4	8	70	Good
10	Student 10	4	4	8	70	Good
11	Student 11	3	3	6	60	Fair
12	Student 12	3	3	6	60	Fair
13	Student 13	4	4	8	70	Good
14	Student 14	4	4	8	70	Good
15	Student 15	4	4	8	70	Good
16	Student 16	5	5	10	80	Very Good
17	Student 17	5	5	10	80	Very Good
18	Student 18	4	4	8	70	Good
19	Student 19	3	3	6	60	Fair
20	Student 20	3	3	6	60	Fair

Total Individual Score	1410
The Average Score	70.5

Based on the performance it is found that almost all of students were categorized into good level in speaking for action aspect.

In team work, before the students step forward in front of the class with their partner . The teacher asked the student to make dialog conversation together based on the topic.

For communicative action, almost all of students were categorized into good level. After conversation, there are about 5 minutes the teacher asked the other students to answer or describe the conversation tells about what. One by one students got a turn to explain the topic based on the conversation they have heard. So, the students should listen the conversation carefully. To the students do not understand about the meaning of the words was too difficult for them to do communicative action.

The result from the speaking skill in conversation for action aspect was the second grade student of SMPN 1 Rengat Barat was categorized into good and fair level but their average score was categorized into good level. Based on the table above it is found that nine students get score 70 and six students get score 80, they are in good level around 61 – 80, five students get score 60 and they are in fair level. It means that 70% of the students in good level and 30% in fair level. The average score of their score are 70.5 which considered as good level.

To answer the formulation of this research that was to know how are students' speaking skill at the second grade of SMPN 1 Rengat Barat. The data analysis are presented as follows:

Table 4.1.4 The Students Score Frequency of the Three Aspects

No	Level Score	Categories	Frequency			Percentage		
			Knowledge	Attitude	Action	Knowledge	Attitude	Action
1	81 - 100	Excellent	-	-	-	-	-	-
2	61 – 80	Good	13	16	15	65%	80%	75%
3	41 – 60	Average	7	4	5	35%	20%	25%
4	21 – 40	Below Average	-	-	-	-	-	-
5	0 – 20	Poor	-	-	-	-	-	-
	Total		20	20	20	100%	100%	100%

According to the table above, we can see the result of students' speaking skill in conversation that assessed in three aspects based on curriculum 2013, their speaking skill was good enough in knowledge aspect because there are 65% of them in good level and 35% in fair level. In detail, we can see there is no one got excellent, poor and very poor and thirteen students got good level and seven students got fair level.

When students speak in front of the class, the writer found the students in good level are good enough in accuracy, fluency, and their difficulties to control

voice intonation. Most of them were little choppy or very choppy in intonation when they speak during dialog conversation because they still difficult pronounce the words, and some of them feel nervous when their speak in English in front of the class.

Based on the description above, the writer found that the most of students were got good level only have difficulties in voice intonation. It means, the students in good level can speak fluently and deliver the topic of conversation clearly. And the listeners can understand about the topic of conversation.

In attitude aspect, their speaking skill was good enough because there are 80% of them in good level and 20% in fair level. In detail, we can see there is no one got excellent, poor and very poor and sixteen students got good level and four students got fair level.

When students speak in front of the class, the writer found the students in good level are good enough in respect and their difficulties are confidence and communicative. Almost all of the students feel nervous and their intonation little choppy in conversation.

For communicative, sometimes the students can showed communicative and sometimes they can not. But , there are some students can communicative during conversation very well. They can develop the topic then make the listeners interested to listen their conversation until end.

Based on the description above, the writer found that the most of students were got good level only have difficulties in confidence and communicative. It

means, the students in good level can communicative and have self confidence when speak in front of the class.

In action aspect, their speaking skill was good enough because there are 75% of them in good level and 25% in fair level. In detail, we can see there is no one got excellent, poor and very poor and fiveteen students got good level and five students got fair level. Based on the description, the writer found that the most of students were got good level only have difficulties in communicative action. It means, the students in good level can build team work and communicative action very well in speaking skill.

After having the result of the research and analysis is made, the writer concluded that the speaking skill at the second grade of SMPN 1 Rengat Barat in three aspects of knowledge, attitude, and action was good.

4.2 Interpretation of the Data

Based on data and the analysis above, it could be seen in knowledge aspect that there was no one got excellent, poor and very poor and thirteen students got good level and seven students got fair level. 65% of the students are in good level and 35% in fair level. The average of their score are 70.7 which considered as good level. It means, the students got a good result in speaking skill to knowledge aspect.

In speaking skill to attitude aspect, there was no one got excellent, poor and very poor and sixteen students got good level and four students got fair level. 80% of the students' in good level and 20% in fair level. The average of their score are 72.5 which considered as good level. It means, the students got a good result in speaking skill to attitude aspect.

In speaking skill to action aspect, there was no one got excellent, poor and very poor and fiveteen students got good level and five students got fair level. 75% of the students' in good level and 25% in fair level. The average of their score are 70.5 which considered as good level. It means, the students got a good result in speaking skill to action aspect. From the desription above, the writer concluded that the speaking skill at the second grade of SMPN 1 Rengat Barat in three aspects of knowledge, attitude, and action was good.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of analysis in the previous chapter, this research was a descriptive research that consists of one variable. This research was focused on students' speaking skill in conversation which the students assessed in three aspects based on curriculum 2013 which consists of knowledge, attitude and action. Conversation was recorded and analyzed in order to describe the students' skill in speaking English. The location of this research was at SMPN 1 Rengat Barat , with the target population of this research was second grade students of SMPN 1 Rengat Barat. The researcher took 20 students as the sample. Analyzed the data was presented in the previous chapter.

In this research, the writer found that the students' speaking skill in conversation was good. Their average score in knowledge aspect 70.7, in attitude aspect 72.5 and in action aspect 70.5. It means that the level of students' speaking skill was good. It could be concluded that the speaking skill at the second grade of SMPN 1 Rengat Barat in three aspects of knowledge, attitude, and action was good.

5.2 Suggestion

Based on the result of analysis and conclusion above, the writer would like to give suggestion not only the English teacher but also to all students of education.

a. For the teacher

1. The teaching and learning process should be learner-centered. The teacher should give more chances for students to speak up. The use of English has to be maximized, since the only chance for students to speak English in the classroom.
2. The English teacher should create meaningful learning situation in which students can communicate with their friends as if they communicate in a real life situation. Therefore, they can use English not only to complete tasks but also to communicate.
3. The teacher should to teach more often about speaking skill, so the students don't be nervous to speak especially in front of the class.
4. The activities that the teacher conducts should be fun, various, interesting and challenging. The English teacher also suggested students to conduct pronunciation drills, conduct vocabulary practises, use classroom English, give rewards, display pictures or videos and improve classroom management like the writer did when doing this research. As the result, students not get bored and the speaking activities are fruitful.

5. It suggested to English Teacher, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students speaking even they have mistakes without any interruption (i.e giving feedback or correction to the students' mistakes directly or indirectly).

b. For the students

1. The students do not have to be shy or afraid of making mistakes. They should keep drilling their vocabulary and pronunciation as well, because these activities give them very good influences to improve their speaking skills.
2. The students are hoped to use English when day practice conversation play activities although it is hard for them.
3. The students of SMPN 1 Rengat Barat are suggested to practice speaking English a lot, since it can help them improve their speaking skills. When they are in the classroom, they should be more active and participate in the activities.
4. The students need more practice their speaking to get a good result, and they also should prepare themselves before speak in front of class.

c. For the next researchers

In this research, the writer has to explain about the speaking skill in conversation and the aspect which assessed based on curriculum 2013 consists are (knowledge, attitude and action). After that, the writer collect the result in the form of data and percentage. The writer hopes for the next researchers they will conduct this research in experimental research with or without using media to get the better result in speaking english in conversation.



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