

**A STUDY ON THE STUDENTS' SPEAKING SKILL OF GRADE
VIII STUDENTS AT ISLAMIC JUNIOR HIGH SCHOOL
MUHAMMADIYAH (MTsM) TANJUNG BELIT
AIR TIRIS, KAMPAR REGENCY**



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PEKANBARU
1434 H/2013 M**

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Thesis

Submitted to Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Nanda Hidayat (2013) : A Study on the Students' Speaking Skill of Grade VIII Students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency

The problem of this research is how to know the speaking skill of grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency? In which it can be seen from the following symptoms: the students had low speaking skill. They are also hard in improving 5 speaking components. Those are pronunciation, grammar, vocabulary, fluency, and comprehension.

The formulation of the problem is : how is the speaking skill of grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency. The objective of this research is to know the speaking skill of grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency. The subject of this research was the grade VIII students of MTsM Airtiris, Kampar Regency. The writer took 20 samples by using random sampling. To collect the data required, the writer used test with scoring rubric. The instrument was used to get data about student's speaking skill. Whereas, to analyze the data, the writer used descriptive statistic to find the mean score of speaking components.

Based on the findings of the research, the writer finds that the mean score total is 9.25. It is stated in level average to good. It can be concluded that students' speaking skill at MTsM Air Tiris, Kampar Regency is quite good.

ABSTRAK

Nanda Hidayat (2013): Penelitian terhadap Kemampuan Berbicara Menggunakan Bahasa Inggris terhadap Siswa Kelas VIII di Madrasah Tsanawiyah Muhammadiyah Tanjung Belit Air Tiris, Kabupaten Kampar.

Masalah dari penelitian ini adalah bagaimana mengetahui kemampuan berbicara siswa kelas VIII MTs Muhammadiyah Tanjung Belit Airtiris, Kabupaten Kampar. Yang mana terlihat dari gejala-gejala berikut siswa rata-rata memiliki kemampuan berbahasa Inggris yang masih rendah. Mereka juga sulit untuk meningkatkan aspek-aspek dalam kemampuan dalam berbicara, seperti; pengucapan, tata bahasa, kosakata, kelancaran, dan pemahaman.

Rumusan dari permasalahan ini adalah: bagaimana kemampuan bicara murid kelas VIII MTsM Tanjung Belit Airtiris, Kabupaten Kampar. Tujuan dari penelitian ini dilakukan untuk mengetahui kemampuan berbicara dalam bahasa Inggris siswa kelas VIII MTsM Tanjung Belit Airtiris, Kabupaten Kampar. Subjek dari penelitian ini adalah siswa-siswa kelas VIII MTsM Airtiris, Kabupaten Kampar. Penelitian ini mengambil 20 orang sampel yang menjadi subject penelitian dalam penelitian ini. Penulis menggunakan teknik acak sederhana. Untuk mengumpulkan data yang dibutuhkan, penulis menggunakan test dengan scoring rubric. Instrument digunakan untuk mendapatkan data tentang kemampuan berbicara siswa. Sedangkan untuk menganalisa data, penulis menggunakan statistic deskriptif, untuk mendapatkan nilai rata-rata komponen-komponen speaking.

Berdasarkan temuan-temuan dalam penelitian, penulis menemukan bahwa nilai rata-rata total kemampuan siswa berbicara adalah 9,25. Ini menunjukkan bahwa kemampuan berbahasa Inggris siswa kelas VIII MTsM Tanjung Belit Air Tiris, Kabupaten Kampar adalah cukup bagus.

هدايت () :
عالية المحمدية تانجونك بياليت اثير تيريس
الإنجليزية

هذا البحث هو كيفية تحديد يتحدث
المحمدية تانجونك بياليت اثير تيريس . وهو ما يتضح الأعراض التالية
على التحدث باللغة الإنجليزية لا يزال منخفضا بل هي أيضا لتحسين
الفهم.

صياغة هذه المشكلة هو كيفية
تانجونك بياليت اثير تيريس هذه الدراسة
الإنجليزية . لمدرسة عالية المحمدية تانجونك بياليت اثير تيريس
عينة هذا . المستجيبين الذين مواضيع البحث
هذه الدراسة . باستخدام تقنية العشوائية البسيطة . البيانات المطلوبة
التهديف للحصول على بيانات . في حين لتحليل البيانات
يستخدم قيمة .

القيمة الإجمالية لا
هو هذا يشير . التحدث باللغة الإنجليزية
المحمدية تانجونك بياليت اثير تيريس كانت يكفي جيدة .
لمدرسة عالية

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Praise belongs to Allah Almighty, the lord of this universe. By His guidance and His blessing, the researcher has completed this academic requirement. Then, the researcher also conveys peace be upon him to Prophet Muhammad.

This study is conducted and intended to submitted in partial fulfillment of the requirements for the bachelor degree in English Eucation Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of the thesis is “ A Study on the Students’ Speaking Skill of Grade VIII Students at ISLAMIC Junior High School Muhammadiyah (MTs M) Tanjung Belit Airtiris Kampar Regency”. In this occasion, the researcher also expresses his sincere thanks and deep gratitude to:

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Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comment, critiques, and constructive suggestions are very much appreciated.

May Allah Almighty, the lord of this universe, bless them all.

Pekanbaru, 14 June 2013

The Researcher,

NANDA HIDAYAT

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as foreign language involves four skills, they are speaking, writing, reading and listening. In teaching English, those skills must be served integrate as much as possible. One of those language skills that influence the language ability is speaking. Teaching speaking is considered to be difficult among the four skills.

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

English speaking skill is very important to be able to participate in the wider world of work. It is fundamental to human communication. As a goal of learning a language, students should develop their speaking skill. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹

In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency,

¹Brown, H.D. *Teaching by Principles: An Interactive Process to Language Pedagogy*. (Englewood Cliffs NJ: Prentice Hall Regents, 1994), p. 144

accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information. Meanwhile, English is not our own language, it is an international lingual, by concerning this thing, in pronunciation some of students uses their own accent, not by pretending how exactly those foreigners use its language. Articulation in speaking ideally should be the same or nearly equivalence toward the correct pronunciation.

Based on curriculum KTSP, there are two kinds of competences that must be achieved by students in learning speaking skill; they are standard competence and basic competence. In the base competency is stated that the students should be able to express the meaning in transactional (to get things done) and interpersonal communication of certain situations both accurately and fluently that cover the following areas such as asking for suggestions, argumentations, and comment.

Based on the writer's interview to the students and supported by English teacher's statement of Islamic Junior high School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar regency, they informed that there were some students of grade eight who still do not understand and improve her/himself in speaking skill. First, they are still lack of vocabulary, so they do not have preparation when they speak in front of their friends. Second, they still have problems in grammar understanding because they are so many formulas that must be mustered. They they think that speaking fluency without correct

grammar is big mistake. So, they choose better silence than speaking with incorrect grammar. Third, the students have lack of confidence to speak. They do not believe to their ability in speaking. They rarely to speak in English to their teacher in the school or during class activity. They still keep answering the teacher's questions in Indonesia when the teaching process is running. They also speak in Indonesia for many purposes, such as asking for permission, giving comment and consultation. Even though the teacher mostly keeps English, they keep using Indonesia.

Furthermore, with regard to the speaking skill, the writer focused this investigation on ease of students' communication dealing with halting and fragmentary speech, for example whether or not the students need much time or pauses while speaking, or very low speech. Pertaining to frequently and jerky speech, for example when speaking in the class, the students need bit pauses and grouping word by word. In term of occasionally hesitant speech, the students, speak with some unevenness in delivered speech. With regard to effortless and smooth speech, it means that the students can deliver the speech clearly.

Based on the phenomenon and symptoms above, the writer is interested in conducting a research about "A Study on the Students' Speaking Skill of Grade VIII Students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency".

B. Definition of the Key Terms

1. Speaking comes from word “speak” it means to talk somebody else about something to have a conversation with somebody.² In this research speaking means the students’ oral skill in applying English speaking.
2. Skill is the learned capacity to carry out pre-determined result or the abilities that one possesses.

C. Problems

1. Identification of the Problems

From the above background, the problems can be identified as follows:

- a. Some of the students are not active in the discussion.
- b. Some of the students have lack of vocabularies.
- c. Some of the students have problem in grammar understanding.
- d. Some of the students still do not understand and can not improve her/himself in speaking skill.
- e. Some of students still do not use a correct pronunciation.
- f. Some of the students are still using Indonesia while the teacher explains and addresses them questions in English.

2. Limitation of the Problem

In this research, it is necessary to limit the problems. The problem was limited on the speaking skill at of Grade VIII Students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

² Hornby, A.S. *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000) p. 20

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

How is the speaking skill of Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency ?

D. Objective and Significance of the Research

1. The Objective of the Research

To know the speaking skill of Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

2. The Significance of The Research

By doing the research, the researcher hopes that it can:

- a. Enlarge the writer's knowledge about the real teaching process
- b. Fulfil one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- c. Give information to the teacher about speaking Skill at Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Skill

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking is a tool to communicate naturally between society to express opinion and as a social behaviour form. Speaking skill is also an ability to arrange sentences because communications happened by using sentences to present difference of various behaviour from different society.

Furthermore, speaking is dialogue because speaking involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Speaking can perform in helping develop communicative skill as follows:

- a. It opens a rich stimulus of communicative interaction, namely the varied experience, interest and opinion of the learners.
- b. It provides a context for wide range of communicative function domain of meaning learners must practice the skill required for managing

longer session of social interaction such as introducing a new topic, turn-taking or sustaining through difficult periods.

- c. It provides learners with opportunities to express their own experiences through the foreign language. It also gives them the valuable experience in using the language as means of handling their own social relationship.¹

The success of speaking learning is irrefutable with the response of student to the language, where they will be more successful than the others. The factors that will probably influence the success of learners are stated as follows:

- a. They have a positive attitude about the language they want to learn and about the speakers of that language.
- b. They have a strong personal motivation to learn the language.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from their mistakes that they make.
- e. They organize their own practice of language.²

Speaking is used for many different purposes, those are; with social context to the people, to established rapport, or to engage with friends, or engage in discussion with someone, on the other hand, the purposes are to seek or express opinion or argumentation, to give comment and suggestion, to persuade some about something, or just to clarify information.

¹ Littlewood. W. *Communicative Language Teaching*. (Cambridge: Cambridge University Press, 1981), p. 103

² Edge J. *Essential of English Language Teaching*. (Longman Group-London, 1993), p. 3

It is an active productive skill, it makes use of oral production communication through speaking is commonly performed face to face. From the experts' idea can be clarified that speaking is the active skill that the students had better have. Moreover, it means that the active students can be seen from their speaking in oral communication.

There are number kinds of activities focus on speaking course:

- a. Giving feedback. It is important to give clear feedback on students' performances, but feedback should not inhibited students' attempt to communicate with one another.
- b. Conversation. It is usually required to work with partner. This encourages the students to avoid a 'reading like' pronunciation and intonation when practising the conversation.
- c. Pair work. Practising with a partner is useful way to improve their fluency in English, because it gives them more opprtunities to speak.
- d. Role play. It is important for developing fluency and also fun. It focuses on the creative use of language and requires students to draw their own personal language resources to complete a task or to improvise and keep the conversation going.
- e. Group work and class activities. In the group activity, students usually work in groups of three to six. One student is the group secretary and takes note to report back to the class later. In the class activities, however, the whole class is involved such as completing a survey,

gathering information, sharing facts or ideas previously learned in a group work activity.³

Referring to above paragraph, it could be quated that as an English teacher, she/he can give feed back toward students' performance as long as not inhibited learners to communicate with another. It means giving feedback also appraised as a part of speaking practice. Yet, the feedback should not make the students perceiving any embarrassed. Then, conversation is also suggested in this case, because it can make students will be busy to communicate with their partner, the conversation text based, but the conversation which produced by the students with their partner.

2. Microskill and Macroskills Of Speaking

The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

a. Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of differents lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduce forms of words and phrases.

³Richards, Jack C, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Kuala Lumpur: VVP, 1992) p. 9

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
 6. Produce fluent speech at different rates of delivery.
 7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
 8. Use grammatical word classes (nouns, verb, etc.), systems (e.g., tense, agreement, pluralization). Word order, patterns, rules, and elliptical forms.
 9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
 10. Express a particular meaning in different grammatical forms.
 11. Use cohesive devices in spoken discourse.
- b. Macroskills
1. Appropriately accomplish communicative functions according to situations, participants, and goals.
 2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
 3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
 5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.
- c. Basic Types of Speaking
1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”, not to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.
 2. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at

best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges, which have the purpose of maintaining social relationships.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacations in the mountains. A recipe for outstanding pasta primavera, recounting the plot of a novel or movie.

Speaking is involved area competences which can not be apated in speaking theories, it is displayed in communicative language ability, as follows:

1. Linguistic competence. Linguistic competence is concerned with knowledge itself, it's form and meaning.
2. Pragmatic competence. Pragmatic competence is generally considered to involve two kinds ability. In part it means knowing how to use language in order to achieve certain communicative goals or intentions. This also called illocutionary competence.
3. Discourse competence. Learners of English will need to become aware of how discourse works in terms of the common cohesive devices used in English.
4. Strategic competence. It means how to cope in an authentic communicative situation and how to keep the communicative channel open. Strategic competence consists of using communication strategic.
5. Fluency. Attention to the system of language is crucial, but the development of fluency appropriacy are equally important goals.

3. The Components of Speaking Skill

Language learners need to recognize that speaking involve three are of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learners should use the right words in the right order with the correct pronunciation.

- b. Functions (transaction and interaction). The language learners should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learners should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.⁴

Furthermore, there are five components which are generally recognized in analyzing speaking. Those are such as:⁵

1. Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.⁶

It is concerned on the pronunciation that produced by the students whatever it is like native or foreign accent or not. More details are:

- a. Pronunciation frequently unintelligible.

⁴Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha Unri Press, 2007), p. 113

⁵Haris, D.P. *Testing English as a Second Language*. (New York: McGraw Book Company, 1974), p. 81

⁶Richards, Jack C, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Kuala Lumpur: VVP, 1992), p. 81

- b. Frequent gross error and a very heavy accent make understanding difficult, and require frequent repetition.
- c. Foreign accent or native accent requires concentrated listening and misunderstanding and apparent error in grammar or vocabulary.
- d. Marked foreign and occasional mispronunciations which do not interfere with understanding.
- e. No conspicuous mispronunciation, but would not be taken for a native speaker.

2. Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.⁷

It is concerned on the students' error using grammar or pattern that causes misunderstanding.

- a. Grammar almost entirely in accurate except in stock phrase.
- b. Constant errors showing control of very few major patterns and frequently preventing communication.
- c. Frequent errors majors pattern uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

⁷Nunan, D, *Language Teaching Methodology*, (New Jersey: Prentice Hall, 1991), p. 296

- e. Few errors, with no patterns of failure

3. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.⁸

It is concerned with students' ability in selecting words and applying the accurate form in the accurate situation will be valued.

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas(time,food, transportation, family, and etc)
- c. Choose of the words sometime inaccurate, limitation of the vocabulary prevent discussion of social topic.
- d. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussions of any non technical with subject with some circumlocution.

4. Fluency

⁸*Ibid*, p. 117.

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.⁹

- a. Speech is so halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentence.
- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for the words.
- e. Speech is effortless and smooth, but perfectly non- native in speed and evenness.

5. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

It is concerned on the students' understanding about type of conversation, speech, topic, and its style.

- a. Understand too little for the simplest type of conversation
- b. Understand only slow, very simple speech on common social topic, requires constant repetition and rephrasing.

⁹Brown, H. Douglas. *Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition*. (New York: Addison Wesley Longman, Inc, 2001), p. 255

- c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional or rephrasing.
- e. Understand everything in normal educated conversation.

4. The Factors Influencing Speaking Skill

There are some cases in speaking skill, they are:

- a. Clustering

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

- b. Redundancy

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

- c. Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

- d. 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, back tracking, and correction.

- e. Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

f. Rate of Delivery

Achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. 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.¹⁰

The students' interaction is much needed in teaching speaking by clarifying five reasons :

- a. Participation. It is difficult to learn a language without engaging with the language. Language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language.
- b. Maximizing practice time: to be successful, learners need to practice as much as possible.
- c. collaboration: collaborating learning, particularly the use of collaborative task, has been shown to foster language development since learner can see a reason to use language in order to interact.

¹⁰ *Ibid*, p. 256

- d. Socialization. Interaction does not only promote language development but it also fosters the development of social skill.
- e. Motivation. It is a fundamental aspect of successful learning. Interaction gives learners the opportunity to use language successfully and to measure their progress, which in turn should lead to increase in motivation.

B. Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research. First, Asminar (2011) researched about *using (STAD) to improve students' speaking skill at grade VII.3 students of SMPN 3 Pekanbaru*. She found that students' speaking skill can be better improved by using STAD because of some factors, such as class management, topic material and reward. STAD built new class management that gives new nuance for the students in speaking. They may share each other and solve the problem together and get reward from the teacher, encouraging word or a small thing.

Second, Rika Rahmi (2011), under the title *A Study on Students' Fluency in Speaking at the Second Semester of English Department Faculty of Education Islamic Riau University*. The result of this research was the students' fluency in speaking class was average. In addition, most of students could not control their volume and rate. The sample were 55 students with 33.2% of them had uneven speaking fluency.

Third is Mardalena (2009). Title of her research is "*using group work to increase students' ability in speaking skill at the second year of SMP Negeri 11*

Pekanbaru. Based on the research findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ level in alpha decision level 0.05 and with the degree of freedom (df 78. $0.42 > 0.27$). Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant difference due to the students' ability in learning speaking skill between students who are taught by using group work and students who are taught by using conventional one at the second year of SMP Negeri 11 Pekanbaru. The students who are taught by using group work have good result in speaking skill than who are taught by using conventional one.

Forth, Lindy Woodrow (2010), University of Sydney, Australia, researched about *Speaking English as a Second Language*. The participants in this study were advanced English for academic purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities ($N = 275$). The second language speaking anxiety scale (SLSAS) was developed for the study. This instrument provided evidence for a dual conceptualization of anxiety reflecting both oral communication within and outside the language learning classroom. The scale was validated using confirmatory factor analysis. The analysis indicated second language speaking anxiety to be a significant predictor of oral achievement. Reported causes of anxiety were investigated through interviews. The results indicate that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit.

C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There is one variable used in this research, this is students' speaking skills. The indicators are as follow:

1. Students' speaking skill.
 - a. The students articulate English with correct pronunciation
 - b. The students use appropriate vocabularies.
 - c. The students can use rules and certain principle in sentences in proper manner and in good order words or correct grammar.
 - d. The students can express their ideas with fluency and effortless as a native speaker.
 - e. The students can express their ideas with best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research consists of one variable that is students' speaking skill. In doing this research, the writer conducts survey designs as quantitative research. Survey research was procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, or characteristics of population.¹

This research is a research methodology that does not find generalization for the research. A quantitative research is type educational research in which the researcher decides what to study, ask specific, narrow questions, collect numeric data from participants or samples, analyze these numbers using statistic and conducts the inquiry in an unbiased, objective manner. It means that quantitative research is the research where the researcher uses the statistic numeric to analyze the data. The researcher used survey design to identify and find out the students' speaking skill at the Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

¹ John Creswell. *Research Design: Qualitative and Quantitative Approach*. (California: SAGE Publication, 1994), p. 354

B. Location and Time of the Research

The research was conducted at the Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency. This research conducted in the second semester on June 8th, 2013 in academic year 2013/2014.

C. Subject and Object of the Research

The subject of this research was the Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency, while the object of this research was speaking skill at Grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

D. Population and Participants

The population of this research was all the grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency with the total population 41 students, with two classes. Where VII A consists of 13 males and 8 females, while VII B consists of 14 males and 6 females, (Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency in Academic Year 2012/2013). To make it clear can be seen from the table below.

Table III.1
The Population and Participants of the Research

No	Class	Population	Participants
1	VIII A	21	10
2	VIII B	20	10
Total		41	20

Source: (Document of Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency in Academic Year 2012/2013)

From the table above, it can be seen that the samples of the research was 20 students. The samples of the research was divided into two classes. The first class was VIII A consists 10 students and VIII B consists 10 students. The technique in taking sample uses simple random sampling techniques. The simple random sampling techniques is the basic sampling technique where the researcher select a group of subjects (a sample) for an inquiry. Each individual was chosen entirely by chance and each member of the populations has an equal chance of being included in the sample. Every possible sample of a given size had the same chance selection, each member of the population was equally likely to be chosen at any stage in the sampling.

E. Technique of Collecting the Data

In measuring the test, the writer used the following rating sheet from to analyze students speaking skill that can be seen as follow:

Table III.2
The Component of Assessing Speaking Skill

Aspects	Level	Interpretation
Pronunciation	6	perfect pronunciation, with no trace of foreign accent
	5	Have a view traces of foreign accent
	4	Always Intelligible, though one conscious of a define
	3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
	2	Very hard to understanding because of pronunciation problem. Muss frequently be asked to repeat
	1	Pronunciation problems so several as to make speech virtually unintelligible
Grammar	6	No more than two errors during the interview
	5	Makes few (if any) noticeable error of grammar or word order
	4	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
	3	Make frequently errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1	Errors and grammar and word order so server as to make speech virtually unintelligibly
Fluency	6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluently rather strongly affected by language problem.
	2	Usually hesitant, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
	5	Use of vocabulary idiom is virtually that of

Vocabulary		foreign speaker.
	4	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
	2	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
	5	Appears to understand very without difficult.
	4	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	3	Understanding most of what is said at slower that normal speech with repetition.
	2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1	Cannot be said to understand even simple conversation English ²

Table III.3
Speaking Skill Rubric

WEIGHTING TABLE							
	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	-
Grammar	6	12	18	24	30	36	-
Vocabulary	4	8	12	16	20	24	-
Fluency	2	4	6	8	10	12	-
Comprehension	4	8	12	15	19	23	-
Total							

(Adam and Firth in Arthur Hughes³)

² Haris. D.P, *Testing English as a Second Language*,(NewYork: Mc Graw Book Company, 1974), p. 84

³ Hughes, Arthur. *Testing for Language Teacher*. (Cambridge: University Press, 1989), p.

TABLE III.4
Fluency in Percentage (%)

	1	2	3	4	5	6
Fluency	16.6	33.2	50	66.4	83	100

(Hughes)

Table III.5
Category and Score of Speaking

Category	Score	Interpretation
5	17-20	Excellent
4	13-16	Good
3	9-12	Average to good
2	5-8	Average
1	1-4	Bad

F. The Techniques of Data Analysis

The data was collected from the participants by using test to identify the students' speaking skill. The data was gained and analyzed with quantitative data by using formula descriptive statistics or by using tendency central of statistics. Descriptive statistic helped the researcher summarized the overall trends or tendencies in data.

The process to analyze the data as follows:

1. Find out the means score. The formula as follow:

$$M = \frac{\Sigma F}{N}$$

Where: M = Mean score

F = Frequency

N = Number of students

The validity of instrument is formulated into this formula:⁴

$$r = \frac{N(\Sigma xy) - \Sigma x \cdot \Sigma y}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

⁴ Louis Cohen. *Research Methods in Education, 6th Ed.* (London : Routledge, 1998), p. 89

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

In this chapter, the writer presented the result of the test and the score in all speaking components. The writer used test to get the data. The test was used to know the students' ability in speaking skill, particularly the fluency of their speaking. The test was counted by using mean score or statistic central tendency.

In this research, the writer took two classes were split up into 2 group participants, grade VIII A and VIII B students, the total of samples (see appendix 1) were 20 students. The writer used oral test to get the data about speaking ability, the questions list (see appendix 3) were related to the curriculum of English for Junior High School. In analysis speaking ability, the writer used all the speaking skill components, each of components were calculated to described each of them.

The result of speaking test, it can be seen as follow:

This is the Results of Speaking Skill

Table IV.1
Students' Score in Accent/pronunciation Speaking

No	Student	Accent					
		1	2	3	4	5	6
		0	1	2	2	3	4
1	Student 1						
2	Student 2						
3	Student 3						
4	Student 4						
5	Student 5						
6	Student 6						
7	Student 7						
8	Student 8						
9	Student 9						
10	Student 10						
11	Student 11						
12	Student 12						
13	Student 13						
14	Student 14						
15	Student 15						
16	Student 16						
17	Student 17						
18	Student 18						
19	Student 19						
20	Student 20						
	Jumlah		4	6	9	1	

Based on table IV.1, it shows that 4 students were stated in level 2 with score 1.6 students were in level 3 with score 2. just 1 student was in level 5 with score 3. and 9 students were in level 4 with score 2. The minimum level is 1 and the highest level is 6. The students were in level 2 meant that they are very hard to understand because of pronunciation problem. Muss frequently be asked to repeat. The students were in level 3 meant that their accent problems necessitate concentrate listening and occasionally lead to miss understanding.

The students were in level 4 meant that they are always Intelligible, though one conscious of a define, and the student was in level 5 meant that she/he has a view traces of foreign accent.

Table IV.2
Students' Score in Grammar

No	Student	Grammar					
		1	2	3	4	5	6
		6	12	18	24	30	36
1	Student 1						
2	Student 2						
3	Student 3						
4	Student 4						
5	Student 5						
6	Student 6						
7	Student 7						
8	Student 8						
9	Student 9						
10	Student 10						
11	Student 11						
12	Student 12						
13	Student 13						
14	Student 14						
15	Student 15						
16	Student 16						
17	Student 17						
18	Student 18						
19	Student 19						
20	Student 20						
	Jumlah		6	11	4		

Based on table IV.2, it shows that 2 students were level 2 with score 12. 11 students were in level 3 with score 18 and 4 students were in level 4 with score 24. The students were in level 2 meant that the Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern. The students were in level 3 meant that they make frequently

errors of grammar and word order which occasionally obscure meaning. The students were in level 4 meant that they occasionally make grammatical and/or word-order error, which do not obscure meaning.

Table 1V.3
Students' Score in Vocabulary

No	Student	Vocabulary					
		1	2	3	4	5	6
		4	8	12	16	20	24
1	Student 1						
2	Student 2						
3	Student 3						
4	Student 4						
5	Student 5						
6	Student 6						
7	Student 7						
8	Student 8						
9	Student 9						
10	Student 10						
11	Student 11						
12	Student 12						
13	Student 13						
14	Student 14						
15	Student 15						
16	Student 16						
17	Student 17						
18	Student 18						
19	Student 19						
20	Student 20						
	Jumlah		5	7	8		

Based on table IV.3, it shows that 5 students in level 2 with score 8.7 students were in level 3 with score 12. and 8 students were in level 4 with score 16. The students were in level 2 meant that they Misuse use of word and very limited vocabulary make comprehension quit difficult. The students were in level 3 meant that Frequently uses wrong words, compensation somewhat

limited because inadequate vocabulary. The studentes were in level 4 meant that Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.

Table IV.4
Students' Score in Fluency

No	Student	Fluency					
		1	2	3	4	5	6
		2	4	6	8	10	12
1	Student 1						
2	Student 2						
3	Student 3						
4	Student 4						
5	Student 5						
6	Student 6						
7	Student 7						
8	Student 8						
9	Student 9						
10	Student 10						
11	Student 11						
12	Student 12						
13	Student 13						
14	Student 14						
15	Student 15						
16	Student 16						
17	Student 17						
18	Student 18						
19	Student 19						
20	Student 20						
	Jumlah	5	8	4	3		

Based on table IV.4, it shows that 5 students were in level 1 with score 2.8 students were in level 2 with score 4. 4 students were in level 3 with score 6. and 3 students were in level 4 with score 8. The studente were in level 1 meant that the Speech is also halting and fragmentary as to make conversation virtually. The students were in level 2 meant that they are usually hesitant,

often only silence by language limitation. The students were in level 3 meant that the Speed and fluently rather strongly affected by language problem. The students were in level 4 meant that the Speed of speech seems to be slightly affected by language problem.

Table IV.5
Students' Score in Comprehension

No	Student	Comprehension					
		1	2	3	4	5	6
		4	8	12	15	19	23
1	Student 1						
2	Student 2						
3	Student 3						
4	Student 4						
5	Student 5						
6	Student 6						
7	Student 7						
8	Student 8						
9	Student 9						
10	Student 10						
11	Student 11						
12	Student 12						
13	Student 13						
14	Student 14						
15	Student 15						
16	Student 16						
17	Student 17						
18	Student 18						
19	Student 19						
20	Student 20						
	Jumlah	3	9	6	2		

Based on table 1V.5, it shows that 3 students were in level 1 with score 4.9 students were in level 2 with score 8. 6 students were in level 3 with score 12. and 2 students were in level 4 with score 15. The students were in level 1 meant that they Cannot be said to understand even simple conversation

English. The students were in level 2 meant that they Have great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition. The students were in level 3 meant that they Understand most of what is said at slower that normal speech with repetition. The students were in level 4 meant that they Understand nearly everything at normal speech although occasionally repetition may be necessary.

B. Data Analysis

Table IV.6
Descriptive Statistic Score of the Students' Accent in Speaking Skill

No	Students' Code	Score	Level
1	Student 1	2	3
2	Student 2	2	3
3	Student 3	2	4
4	Student 4	2	4
5	Student 5	2	4
6	Student 6	2	3
7	Student 7	2	4
8	Student 8	2	4
9	Student 9	1	2
10	Student 10	2	3
11	Student 11	1	2
12	Student 12	2	3
13	Student 13	3	5
14	Student 14	1	2
15	Student 15	2	3
16	Student 16	2	3
17	Student 17	2	4
18	Student 18	2	3
19	Student 19	2	4
20	Student 20	1	2
Total	Total	37	

$$\begin{aligned}
 \text{Sum} &= 37 \\
 \text{Mode} &= 2 \\
 \text{Median} &= 2 \\
 \text{Mean} &= \frac{\text{Fscore}}{N} \\
 &= \frac{37}{20} \\
 &= 1.85
 \end{aligned}$$

From the table above, it can be found that the total $F = 37$. Mode 2, median 2. Mean 1.85. The level of 1.85 is closely related to level 2 rather level 1.

Table IV.7
Descriptive Statistic Score of the Students' Grammar in Speaking Skill

No	Students' Code	Score	Level
1	Student 1	24	4
2	Student 2	18	3
3	Student 3	24	4
4	Student 4	18	3
5	Student 5	24	4
6	Student 6	12	2
7	Student 7	12	2
8	Student 8	18	3
9	Student 9	18	3
10	Student 10	18	3
11	Student 11	12	2
12	Student 12	24	4
13	Student 13	18	3
14	Student 14	18	3
15	Student 15	18	3
16	Student 16	18	3
17	Student 17	12	2
18	Student 18	18	3
19	Student 19	12	2
20	Student 20	12	2
Total	Total	348	

$$\begin{aligned}
 \text{Sum} &= 348 \\
 \text{Mode} &= 18 \\
 \text{Median} &= 18 \\
 \text{Mean} &= \frac{\Sigma F \text{score}}{N} \\
 &= \frac{348}{20} \\
 &= 17.4
 \end{aligned}$$

From the table above, it can be found that the total $F = 348$. Mode 18. Median 18. Mean 17.4. The level of 17.4 is closely related to level 2 rather level 3.

Table IV.8
Descriptive Statistic Score of the Students' Vocabulary in Speaking Skill

No	Students' Code	Score	Level
1	Student 1	16	4
2	Student 2	16	4
3	Student 3	12	3
4	Student 4	8	2
5	Student 5	8	2
6	Student 6	16	4
7	Student 7	16	4
8	Student 8	12	3
9	Student 9	16	4
10	Student 10	12	3
11	Student 11	12	3
12	Student 12	8	2
13	Student 13	8	2
14	Student 14	12	3
15	Student 15	16	4
16	Student 16	16	4
17	Student 17	16	4
18	Student 18	12	3
19	Student 19	12	3
20	Student 20	8	2
Total	Total	252	

$$\begin{aligned}
 \text{Sum} &= 252 \\
 \text{Mode} &= 16 \\
 \text{Median} &= 12 \\
 \text{Mean} &= \frac{\Sigma F \text{score}}{N} \\
 &= \frac{252}{20} \\
 &= 12.6
 \end{aligned}$$

From the table above, it can be found that the total $F = 252$, Mode 16. Median 12. Mean 12.6. The level of 12.6 is closely related to level 3 rather level 4.

Table IV.9
Descriptive Statistic Score of the Students' Comprehension
in Speaking Skill

No	Students' Code	Score	Level
1	Student 1	15	4
2	Student 2	15	4
3	Student 3	12	3
4	Student 4	8	2
5	Student 5	8	2
6	Student 6	12	3
7	Student 7	12	3
8	Student 8	8	4
9	Student 9	4	1
10	Student 10	4	1
11	Student 11	8	2
12	Student 12	4	1
13	Student 13	8	2
14	Student 14	12	3
15	Student 15	12	3
16	Student 16	8	2
17	Student 17	8	2
18	Student 18	12	3
19	Student 19	8	2
20	Student 20	8	2
Total	Total	186	

$$\begin{aligned}
 \text{Sum} &= 186 \\
 \text{Mode} &= 8 \\
 \text{Median} &= 8 \\
 \text{Mean} &= \frac{\Sigma F \text{score}}{N} \\
 &= \frac{186}{20} \\
 &= 9.3
 \end{aligned}$$

From the table above, it can be found that the total $F = 186$. Mode 8.

Median 8. Mean 9.3. The level of 9.3 is closely related to level 2 rather level 3.

Table IV.10
Descriptive Statistic Score of the Students' Fluency in Speaking Skill

No	Students' Code	Score	Percentage (%)
1	Student 1	8	66.4
2	Student 2	6	50
3	Student 3	8	66.4
4	Student 4	4	33.2
5	Student 5	4	33.2
6	Student 6	6	50
7	Student 7	4	33.2
8	Student 8	2	16.6
9	Student 9	2	16.6
10	Student 10	4	33.2
11	Student 11	2	16.6
12	Student 12	6	50
13	Student 13	4	33.2
14	Student 14	6	50
15	Student 15	4	33.2
16	Student 16	2	16.6
17	Student 17	2	16.6
18	Student 18	4	33.2
19	Student 19	8	66.4
20	Student 20	4	33.2
Total	Total	90	

$$\begin{aligned}
 \text{Sum} &= 90 \\
 \text{Mode} &= 4 \\
 \text{Median} &= 4 \\
 \text{Mean} &= \frac{\Sigma \text{Fscore}}{N} \\
 &= \frac{90}{20} \\
 &= 4.5
 \end{aligned}$$

From the table above, it can be found that the total $F = 90$. Mode 4.

Median 4. Mean 4.5. The level of 4.5 is closely related to level 2 rather level 3.

The total of mean:

$$\begin{aligned}
 \text{Mean-total} &= \frac{\Sigma \text{Fscore-total}}{N \text{ components}} \\
 &= \frac{1.85+18+123.6+9.3+45}{5} \\
 &= \frac{46.25}{5} \\
 &= 9.25
 \end{aligned}$$

The mean total is 9.25. It means that the students speaking skill stated in **average to good**. Some of them have bad speaking skill, and some of them have good speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the previous chapter, and to recommend some suggestion concerning with the students' speaking skill of grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency.

A. Conclusion

This study is conducted to acquire the speaking skill of grade eighth students in MTsM Air Tiris. The variable mentioned was the students' speaking skills. After doing the research, the researcher finds that the level speaking skill of grade VIII students at Islamic Junior High School Muhammadiyah (MTsM) Tanjung Belit Airtiris, Kampar Regency is average to good. As the result, the Writer conclude that students's speaking skill is in moderate level.

B. Suggestion

1. Suggestion for the Teacher

The researcher suggests the English teacher to enlarge or improve the students' speaking skill. Pertinent to the result of the research, the researcher offers some suggestions as follow:

- a. The English teacher should be able to motivate students to speak during learning process.

- b. The English teacher should be able to adopt a proper strategy to stimulate the conducive class.
- c. The English teacher should be able to give more chance to the students to express their ideas, comment, opinion, and suggestion.
- d. The English teacher should be able to allocate the certain time for the students to practice their speaking.
- e. The English teacher should give any reward for students who keep English during English class.

2. Suggestion for the Students

- a. The students should conceive that English speaking skill is very important to be obtained by all students.
- b. The students should practice speaking a lot.
- c. The students should achieve their own internal motivation in learning or practicing English speaking.
- d. The students should not be embarrassed when speak English.
- e. The students should have English club or English day gathering with their friends to improve their motivation in applying the speaking.

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