

**STUDENTS' ABILITY IN CONVEYING IDEAS IN SPEAKING AT
THE SECOND YEAR OF ISLAMIC SENIOR HIGH SCHOOL
MASMUR PEKANBARU**



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Thesis

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(S.Pd)



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ABSTRACT

The title of this research is “students’ ability in conveying ideas in speaking at the second year of Islamic senior high school Masmur Pekanbaru”. There is one variable in this research namely: students’ ability in conveying ideas in speaking English. There are two kinds of formulation of the problem in this research, first “how is students ability in speaking at the second year of Islamic senior high school and the second what factors influence students in conveying ideas in speaking at the second year of Islamic senior high school Masmur Pekanbaru. The purpose of this research are to know students ability in speaking English, to find out factors influence students in conveying ideas in speaking.

The subject of this research is the students of the second year Islamic senior high school Masmur Pekanbaru. The number of students is 43. The writer took all of the population to be sample because the population is less than 100 persons.

The writer used two techniques to collect the data, namely: test to know the students speaking ability, questionnaire to find out the factors influencing students in conveying ideas in speaking English.

The writer used descriptive quantitative research. The writer analyzed the data by using the following formula:

$$P = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Based on the research finding, it can be said, there are some factors that influenced the students in conveying ideas, first internal factors, and they are self confidence, health, vocabulary, grammar and pronunciation. The second internal factors they are condition of family, teacher method, teacher motivation, parents motivation, students facilities, environment, students preparation and friends motivation. The score of students’ ability at the second year of Islamic senior high school is 50% - 59%, it means that their ability in speaking English is still low.

ملخص

موضوع هذا المبحث هو العوامل التي تؤثر قدرة التلاميذ لتبليغ الفكرة في تكلم اللغة الإنجليزية في الصف الثاني بالمدرسة العالية مسمور باكنبارو. متغير واحد في هذا البحث يعنى العوامل التي تؤثر قدرة التلاميذ لتبليغ الفكرة في تكلم. في هذا البحث المسكلتان، الأولى ما هي العوامل التي تؤثر التلاميذ لتبليغ الفكرة في التكلم اللغة الإنجليزية، الثانية كف قدرة التلاميذ في تكلم اللغة الإنجليزية في الصف لثاني بالمدرسة العالية مسمور باكنبارو. اهداف هذا البحث لمعرفة قدرة التلاميذ في تكلم اللغة الإنجليزية في الصف الثاني بالمدرسة اللغة مسمور باكنبارو.

موضوع هذا البحث التميز الصف بالمدرسة العلية مسمور باكنبارو. ٤٣ نفرا، الباحث جميع المجتمع كالعينة او المجموع لان المجتمع ناقص من ١٠٠ نفرا. الباحث استعمل بحث وصف الكيفي. الباحث يحلل بااستعمال الرمز :

$$P = \frac{F}{N} \times 100$$

ياسس الكشف في الميدان، نستطيع ان نقول ان بعض لعوامل التي تؤثر التلاميذ لتبليغ الفكرة، العمل الاول ن الداخلي هو ثقة النفس، الصحة، المفردات، النحو، الطريقة في نطق لكلمة. والثاني من الخارجى هو حال الأسرة، طريقة التدريس، الدوافع من المدرس، البيئة، استعداد من التلاميذ والدوافع من الأسحب. ثم نتيجة مهارة اللغة الانجليزية صف الثاني بالمدرسة العالية سمور باكنبارو هي ٥٠%-٥٩% اذا مهارتهم في التكلم باللغة الانجليزية مازال ضعيف.

ABSTRAK

Judul dari penelitian ini adalah “Kemampuan Siswa Dalam Menyampaikan Ide Dalam Berbicara Bahasa Inggris kelas 2 Madrasah Aliyah Masmur Pekanbaru”. Ada satu variabel dalam penelitian ini yaitu kemampuan siswa dalam menyampaikan ide dalam berbicara bahasa cara bahasa Inggris. Dalam penelitian ini ada dua rumusan masalah yang pertama, bagaimanakah kemampuan siswa dalam berbicara bahasa Inggris dan yang kedua faktor-faktor apa saja yang mempengaruhi siswa dalam menyampaikan ide berbicara bahasa Inggris, yang kedua, bagaimana kemampuan siswa dalam berbicara bahasa Inggris siswa kelas dua Madrasah Aliyah Masmur Pekanbaru. Tujuan dalam penelitian ini adalah untuk kemampuan siswa dalam berbicara bahasa Inggris dan menemukan faktor-faktor yang mempengaruhi siswa dalam menyampaikan ide dalam berbicara kelas dua Madrasah Aliyah Masmur Pekanbaru.

Subjek penelitian ini adalah siswa kelas 2 Madrasah Aliyah Masmur Pekanbaru. Jumlah siswa 43 orang, penulis mengambil semua populasi sebagai sampel atau yang disebut dengan total populasi karena populasinya kurang dari 100 orang. Penulis menggunakan 2 tehnik untuk mengumpulkan data yaitu tes untuk mengetahui kemampuan siswa dalam berbicara bahasa Inggris dan angket untuk mengetahui faktor-faktor yang mempengaruhi siswa dalam menyampaikan ide dalam berbicara bahasa Inggris.

Penulis menggunakan penelitian deskriptif kuantitatif. Penulis menganalisa dengan menggunakan rumus:

$$P = \frac{F}{N} \times 100$$

Berdasarkan penemuan dalam riset, bisa di katakan bahwa ada beberapa faktor yang memepengaruhi siswa dalam menyampaikan ide, yang pertama, faktor internal di antaranya kepercayaan diri, kesehatan, kosa kata, grammar dan cara pengucapan pronunciation. Yang kedua faktor eksternal di antaranya kondisi keluarga, metode guru, motivasi guru, motivasi dari orang tua, fasilitas siswa, lingkungan, persiapan siswa dan motivasi dari teman. Kemudian skor kemampuan berbicara bahasa Inggris kelas dua Madrasah Aliyah Masmur Pekanbaru yaitu 50%-59% itu artinya kemampuan mereka dalam berbicara bahasa Inggris masih rendah.

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CHAPTER 1

INTRODUCTION

A. The Background

Speaking ability is a language production skill learned by the people who want to communicate in language. Speaking is one of the important things besides others skills like writing, listening and reading. Communication is very important in our life. By communication, we will be able to develop our life, because it is a tool to interact to other people. Communication is also the best way to guarantee the continuation of our life in society. To do communication with other people, we need a language that can be understood by public. Barrent, (in Ani Muhammad; 2004: 3) said that humans communication is a process to step over individual in relationship, in-group, in organization, and in community to create, to send and to use the information to coordinate environment and others. Nursalim (2003:5) said that there are some language functions in our life namely: to express self-expression, to perform social control, to perform social adoption, and to integrate. And then communication is a medium used by someone to share factual information in daily activity. William (1981: 32) said that the goal of the communication has been sharing factual information. From the opinion above, it is clear that communication is very important for our life to do whatever the activities are.

To do communication in English, there are some factors that we have to know such as grammar, vocabulary, pronunciation, as most important aspects and also parts important in English.

If people want to measure a person's ability in language, they will observe the person's ability in speaking. Sometimes, it is difficult to measure oral aspect without considering about

the other aspect in the language such as structure, vocabulary, pronunciation, grammar and fluency. Generally, people believe that ability in speaking supports the ability in others aspects of language.

In leaning English, speaking is one of the important skills that should be mastered by students. It is categorized as a productive skill. Speaking enlarges opportunity to practice a language, through speaking production. They must be able to develop their ideas and convey their intended meaning as clear as possible in speaking form. In this case, speakers should master some elements in measuring the speaking ability, such as; pronunciation, vocabulary, grammar, fluency and comprehension.

It is clear that speaking is very important in studying English that the learner should practice speaking frequently. Hornby (1989:662) said that language is speaking, it means, the existence of speaking is very prominent in our life to communicate to other people and to adapt in society.

In teaching and learning process, students should create good communication with the teacher. They should be active in teaching and learning process. It is important to make teaching and learning process more effective. According to Swain (1980) there are some factors that influence the students effective in speaking, namely:

- a. Grammatical competence
- b. Discourse competence
- c. Sociolinguistic competence
- d. Strategy competence

So that, speaking is not easy. Besides, we should master grammatical structure; we also have to have discourse competence, sociolinguistic competence, and strategy competence.

Islamic Senior High School Masmur Pekanbaru is one of the Islamic Senior High Schools in Pekanbaru. Islamic Senior High School Masmur is located on K.H. Ahmad Dahlan Sukajadi, Pekanbaru. English also has been taught there as one of the subject, also tested in national examination (UN). English has been taught five hours a week for science and four hours in one week for social program. Every English class is suggested to speak English actively. Based on KTSP of Islamic Senior High School Masmur, the goal of teaching English is to prepare the students to become qualified and communicative in English of both spoken and written forms correctly. In English subject, there are four standards of competence, they are: listening, speaking, reading and writing. The English teachers of Islamic Senior High Masmur also have program of out side school, we call extracurricular. The purpose of this program is to improve students' speaking ability enable them to convey their ideas in English.

Based on the above statement, and the writer's research the students at the school, even though the students of Islamic Senior High School Masmur Pekanbaru have been taught about English five hours for science program and four hours for social program a week, two years (four semesters), also added with their previous experience in Junior High School and six semesters in elementary school, At least, the student of Islamic of Senior High School Masmur have already studied in five years (ten semesters) and followed extracurricular program. But in fact, their speaking ability is still far from what is expected. The difficulties are from the students themselves, such as environment where they live, the facilities of education, and their motivation for study. The weaknesses of the students can be seen from these phenomena as mentioned in the following symptoms:

1. Most of the students have already known many vocabularies but they cannot use them in speaking.

2. Most of students are not active in speaking
3. Most of the students have brilliant ideas but they can not show up.
4. Most of the students are lazy to give comment, reason and ideas in speaking English.
5. Most of the students are not brave to speak because they are afraid of making mistake.
6. Most of the students are active in speaking English but their grammar is still problematic

Based on these phenomena, the writer is interested in doing a research entitled “**Students’ Ability in Conveying Ideas in Speaking at Second Year of Islamic Senior High School Masmur Pekanbaru**”

B. The Definition of Term

To avoid misinterpretation and misunderstanding about this title, it is necessary to explain the term used in this research. The terms are follows:

1. Speaking

Speaking is to produce words or to use word in dictionary voice (not singing) or utter words by using conversation. Cristian, (in Noni 2004:6) said that speaking is productive skill since it produces ideas, message or suggestion. Nunan(1999:22) said that speaking is a language skill to communicative with other orally it mean that speaking is expending something orally. From definitions above it can be said that is a communicative contains idea, message and suggestion. Speaking in this research mean that students’ ability in conveying their ideas in speaking English

2. Ability

Ability is the capacity or power to do something, physical or mental. Ability here is the ability a person to express an idea, filling and something to other by using spoken language. Nunan (1991:44) said that the ability is a power or skill, ability means power to perform and act physically and mentally. In this research, ability refers to a skill to express ideas orally by using pronunciation, grammar, vocabulary, and fluency in speaking.

3. Idea

Idea is a plan of thinking, a thought and a suggestion. It means that a plan or suggestion comes into someone's thought belief, option or doctrine as a characteristic controlling principle and also as essential development. It means that something came from mind someone and then show up in speaking or writing.

C. Problem

Based on the background above, it is clear that some of the students at second year of Islamic Senior High School Masmur are not able to convey their ideas in speaking English. To be more clearly about the above problem, the writer will identify the problem mentioned as follows:

1. Identification of the Problem

Based on the phenomena explained above, the problem will be identified as follows:

- a. Why are some of the students unable to convey their ideas?
- b. Why are some of the students who are active in speaking English still problematic in grammar?
- c. What factors make some of the students afraid of showing up their ideas?

- d. Why are some of the students inactive in speaking English?
- e. Why do some of the students have brilliant ideas but they can not show up?
- f. What factors influence the students in conveying ideas in speaking English?
- g. How is the students' ability in speaking?

2. Limitation of the Problem

Based on identification of phenomena above, it is clear that there are many problems involved, so the writer focuses in that factors influence students in conveying ideas in speaking

3. Formulation of the Problem

Based on the limitation of the above, the problem of this problem will be formulated in to the following research questions:

- a. How is students' ability in conveying ideas in speaking at the second year of Islamic Senior High School Masmur?
- b. What factors influence students in conveying ideas in speaking English?

D. Reason of Choosing the Title

As an international language, people all over the world learn English. Students who learn English should master four fundamental language skills. In several aspects, students have obstacles in relating their capability to the four basic language skills, especially for students who convey ideas in speaking. Therefore, the writer desires to choose this topic for the following reasons:

1. The writer to know the students ability in conveying ideas at the second year of Islamic Senior High School
2. The writer wants to out the factors influencing students in conveying ideas in speaking.

E. The Objective and Significance of the Research

1. The Objectives of the Research

- a. To know student's ability at the second year of Islamic Senior High School Masmur Pekanbaru.
- b. To find out the factors that influence the students in conveying ideas in speaking at the second year of Islamic Senior High School Masmur Pekanbaru.

2. The Significance of the Research

- a. To give information for English teacher at the second year of Islamic Senior High School Masmur Pekanbaru.
- b. To give information what factors influence students in conveying ideas in speaking English?
- c. To give contribution for the students to improve their speaking ability.
- d. To deepen the students' information to the learners about their speaking ability.
- e. To increase the experience and knowledge of the writer about the problem discussed or research.
- f. To complete the requirement of S1 study program at UIN SUSKA RIAU

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Speaking

Speaking is a productive skill. The important aspect of learning language is mastering speaking. Learning to speak a foreign language will be facilitated when the learners are active to communicate. According to Rudolph (1979:5) in his book, communication is a process that involves in stimulating meaning in the mind to another person. Therefore, speaking is language skill for communication in which one can express his idea and information to others orally. Moreover, speaking ability needs a direct interaction. To develop the student's speaking skill, a teacher of language has to be able to motivate the students to practice their abilities and he need to train the students to increase ability and confidence.

There are many aspects involved in speaking. The language users use role and ability to use knowledge of truly communication setting. William Littlewood (1981:6) said that speaking ability, also skill, which makes a person's communication competence better must be recognized by the foreign language teachers. For the sake of simplicity, it is presented from the speakers' perspective.

1. The learner must attain as high degree as possible of linguistic competence.
2. The learner must distinguish between the form of competence in which he has mastered as part of linguistic competence, and communicative purity in on their performance.
3. The learner must develop skill and strategies for using language to communicate, as effectively as possible in corrects situation.
4. The leaner must become aware to social meaning of language form.

It is clear that speaking is complex skill that can involve knowledge of the language and the emotional part. Time for studying is influenced by two factors, there is available time (class hour) and out side class (extracurricular program). It shows us that the students have many ways and chances in increasing and improving their speaking ability to speak well.

In speaking interaction, a speaker and listener do not merely have to be good processor and spoken word and they are able to produce coherent language in the difficult circumstances of speaking communication. It is also useful if they are good communicators that good saying what they want to say in a way that listener finds easily to understand. Celk, et al in Zumri (2006:23) said that successful communicator has the ability to understand the need of those receiving messages, so that the success a one of communication not only focuses on the speaker but also listener too.

Littlewood (1981:1) said that speaking ability is combination of structure and functional aspect of language. The structural aspect concentrates on the grammatical system, describing ways in linguistic items that can be combined. It is not superseded by the functional view but it is sufficient on its own account how language is used as means of communication.

To support opinion above, Harris (1969:81) said that living language is an oral communication. It serves the natural means communications among members of community in the expression of though as form social behavior. It implies that speaking ability also involves the use of language appropriately to gocial context.

Based on the explanation above, it is clear that there are two main aspects involved in speaking that one of them is grammatical structural system, it is in a real situation. Harris (1969: 81) said that, he focuses on speaking ability on five components; pronunciation, grammar, vocabulary, comprehension and fluency. Pronunciation includes vowel, consonant, stress and

intonation pattern. Grammar means the ability of using a sentence in general and structural form. Vocabulary includes appreciate that used word. Comprehension for an oral communication requires as subject to respond speech as well as to initiate its fluency that includes the ease and speed to flow the speech.

1. The Aspect Speaking

There are some aspects to make speaking well. They are vocabulary, pronunciation, structure or grammar and fluency. However, the four aspects have great influence in speaking. According to Harris (1969:81) speaking is a complex requiring the simultaneous use of number of different ability, which often develops at different, either four components, are generally recognized in analysis of the speech process:

a. Pronunciation

According to Hornby (1995:928), Pronunciation is the way a person speaks the words of a language. To make our communication accepted by our interlocutor it is better to us to pronounce or produce the word clearly, because the pronunciation affects the interlocutor understands in receiving in the meaning of the messages. It is made up of areas: sounds, stress, and intonation. (Harmer, 1992:11)

1) Sound

The speakers of a language need to know the sound if they understand what is said to them and be understood in their turn. Speech sound are made by imposing various kinds of vibration on stream of air as it passes out the lungs under pressure diaphragm and the muscles, through the wind pipe (trachea) the voice box (larynx), the mouth and the nose. Sound consists of two types, namely: consonants sound and vowel sound.

2) Stress

In understanding stress, native speaker have to know which part of the word should receive that heaviest emphasis. For example: in the word 'photograph'. We can device word into three parts: 'pho' 'to' and 'graph'. The speaker will say word like this 'PHOtograph', stressing the first syllable. But, it will be different from the word 'photographer' where the stress shifts to the second syllable. I.e. 'perMIT' is a verb, but 'PERmit' is a noun.

3) Intonation

Intonation means the tune and the music of speech. In other words, intonation means the pitch that uses the music of speech to change pitch. Does the speaker's voice fall or rise at the end of the sentence? Does the speaker use high pitch when he or she said that a word? For example: you're English, aren't you?

b. Vocabulary

Hornby (1995:1331) said that all the words are known by a parson and used in particular book, subject. Vocabulary is one of the important elements to acquire in learning language that one has known word and their meaning, if she/he wants to be able to speak in that language. River in Nunan (1991:117) said that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensively vocabulary we will be unable to use the structure and functions that we may have learned for comprehensible communication. It means, the vocabulary affects the speaking ability.

c. Grammar

. Warriner in Noni (2002:15) said that communication in speaking will run smoothly if its grammar is used in speaking. So grammar or structure is very important in speaking. If we do not know the appropriate grammar or structure in sentence, the listener will be doubted for what we have said.

d. Fluency

Speaking is an active of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to be fluency as having capability of other components of speaking. Hornby (1995:451) said that fluency is the quality or conduction of being fluent. It indicates since students understand each other in speaking it mean they have been fluent.

2. The Purpose of Speaking

Dep. P&K (1995:35) said that by having the language ability the students are expected to:

- 1) conduct the conversation about many things
- 2) be able to describe about thing, people, places, and the sequence of event orally
- 3) Express ideas, opinion, and feeling, add feeling simply.

William (1981:26) said that the function of communication or speaking according to the two main uses of language is: a. using language to share information and using language to process information. Besides that he also said that the function of speaking create for learner the nature of the classroom situation and structures the situation, so that learners have to overcome an information gap or solve a problem. .

These purposes indicate that teaching English in Indonesia is to make learners able to use English to many topics and expressions. Chastain in Zumri (2006:32) said that, the

aim of speaking is to make students able to communicate with others since speaking is major activity in language classes. Learners are expected to be able to use the language they are learning.

3. Testing of Speaking

Cyril J Weir (1990:74-80) and Maslim Nasrudin, (2004:4) find out how to test or to measure the students' speaking ability:

- a. Verbal essay. The candidate of students is asked to speak for three minutes on either one more specific. General topics. The candidate has to speak at length which enables a wide range of criteria including fluency to apply to the output.
- b. Oral presentation. The candidate is expected to give short talk on topic, which he has either has been asked to prepare before, and he has been informed shortly. Before the test.
- c. Free interview. In this type of the interview the conversation unfolds in an unstructured fashion and no set of procedure is laid down an advance
- d. Information transfer. Description of the picture. Description of a picture sequence. The candidate or the students sees a panel of picture depicting chronologically ordered sequence of events and has to tell story in past tense. For example, time is allowed at the beginning for the students to study the picture.
- e. Information transfer: question is single picture. In this, the examiners ask the candidate a number of questions about the content of picture, which he had time study. The question maybe extended to embrace the thoughts and attitudes of people in picture and discuss future development arising out of was depicted.

- f. Interaction task (information Gap student-student), in this task, the students normally work in pair and they are given only part of information necessary for the completion the task. They have to be complete the task by getting missing information from each other. The candidates have to communicate to fill in an information gap in meaningful situation.
- g. Interaction task (information Gap students–examiner). To avoid the possibility of an imbalance in candidates' contributions to the interaction. Some broad have examiner as one of participants or employ a common interlocutor, a familiar teacher to whom the candidates would comfortable. To examine the candidate separately, they can be given a diagram; a set of notes, etc from which information is missing and their task is to request the missing information from the examine

B. Students' Ability

Students' ability is the power to perform an act, physical, or mental either before or after training. Steel (2001:1) stated that ability is the mental or physical power or skill that makes it possible to do something. On the other hand, Hornby (1995:6) said that ability is a capacity or power to do something physical or mental. Furthermore, Miffilin (1989:www.ability) also defines ability as follows:

1. The quality of being to do something, especially the physical, mental, financial, or legal power to accomplish something
2. A natural of acquired skill or talent
3. The quality of being suitable f receptive to a specified treatment.

Bloom (1959; in Nefira 2005:٥٥) said that there are six characteristics of mental activity (ability) they are:

- a. Knowledge
- b. Comprehension v
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluation

Beside theories above, Littlewood, W (1981:47), said that speaking can perform in helping develop communicative ability:

1. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interest, and opinion of the learners.
2. It thus provides a context for a wide range of communicative function and domain of meaning learners that must practice the skills required for managing longer session of social interaction such as introducing a new topic, turn – taking or sustaining the conversation through difficult process.
3. It provides learners with opportunities to express their own personality and experience in using the language as a means of handling their own social relationship.

Based on the theories above clear that if the students have ability to do something they will able to convey and express in speaking, beside that ability also is very important to make the speaking well.

C. Factors influencing in conveying ideas

Factor is thing that influences someone to do something. Hornby (1995:414) said that any of the thing that causes or influences that constituent or element that brings about certain

effects or results indicates a specific multiple, number, or quantity. According to Eko Hadi (2007:159) factor is the condition or event which influences something that happen .

In speaking, conveying idea is very important because idea is a way to make speaking life and continuously. And conveying ideas also influences listeners to that their ideas, give comment and suggestion in speaking. To make the students active, in categorizing their ideas, giving comment, suggestion in speaking, there are some factors that influence the students. Based on Jalauddin Rakhmat (2007: 129) he said that there are some factors that influence to convey ideas in speaking.

a. Trust

Trust is very important in speaking and convey ideas, because if someone believe that someone can keep something that from speaker he or she will show up what ever without hesitate. Trust also has big play role in speaking and conveying ideas, students will interest to convey their ideas if he or she believe that their friend will give good support to his ideas. But the students will chose silent than active show up their ideas if they do not trust to listener. Giffin in Jalauddin (2007:130) said that someone will convey ideas if students trust to listener moreover will give risk to them.

b. Empathy

1. Empathy influence students to convey ideas, because empathy as emotional for the students. Bannett in Rahmat (2007:132) he defined imaginative intellectual and emotional participation in another parson's experience. It mean that the

speaker imaginative to their listener automatically the speaker will convey their ideas without hesitate.

c. Honest

Honest has big play role and influence students in conveying their ideas, because if the listener is not honest the speaker will not active in conveying their ideas because the listener do not trust to the listener. Gibb (1961: 10) said someone will do some action for their ideas, namely:

1. Evaluation
2. Control
3. Strategy
4. Neutral
5. professional

Beside theory above Muhibin syah (2008: 42) said there some factor influence students in conveying their ideas and active s ng. They are internal factors and external factors.

1. Internal Factors

Internal factor is something comes from the students those selves namely: intelligence, attention, interest, talent, motif, readiness.

1) Intelligence

According to Hornby (1995:620) intelligence is the power of learning, understanding and reasoning, mental ability. J.P Chaplin (in Slameto 2003:55) defines that intelligence is the ability to meet and adapt to novel situation quickly and

affectively, the ability utilizes the abstract concept effectively. And the ability is to grasp relationships and to learn quickly. It is clear that intelligence influences students to convey ideas because power of understanding, reasoning and ability to adapt are to establish the students ability in speaking English.

2) Attention

According to Gazali (in Slameto 2003: 56) the high effectiveness of soul is to get good result in process teaching and learning, the students have to give more attention to subject what is taught, if the students are not active, un attentive, and bored of the subject, the teacher should be able to give motivation, and make process of teaching and learning interesting, so students become active in speaking.

3) Interest

Hilgard defines interest as persisting tendency to pay attention to and enjoy some activity or content. Based on Hornby (1995:622) to make somebody give attention to something is concerned with willingness. Based on opinions describe above, interest is pleasure to give more attention to do something. Interest influences students in process of teaching and learning, if student is interested in speaking, automatically he or she will show up brilliant ideas because he or she always prepares his self.

4) Talent

Talent is the ability that someone has to achieve success in the future, Caplin (in Muhibinsyah 2010:133) every student has different talent to achieve their future based on their level capacity. Talent plays role, in speaking if the students' talent

build, it means that all aspects that support the students, talent will bear the students' high quality, especially in speaking.

5) Motivation

Motivation is an affective-cognitive factor which operates in determining the direction of an individual's behavior towards an end or goal, consciously apprehended or unconsciously. In speaking English, motive is important because it encourages students to be active and able to convey their ideas. According to Brown (1994: 34-35), motivation is extended to which choices about the goals to pursue (behaviorist) and the effort you will devote to the pursuit (cognitive). He also said that there are two parts of motivation: intrinsic and extrinsic motivation. Edward Deci (in Brown 1994: 38) defines intrinsic activities as ones for which there is no apparent reward aspect of the activity itself. People seem to engage in the activities in their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing out certain internally rewarding consequences, feelings or competence and self-determination.

Based on the definition above, we can conclude that intrinsic comes from the speaker self.

According to Brown (1994:35), said that intrinsic motivation is carried out in anticipation of reward from outside and beyond themselves such as money, prize, and grades that include the parents, teacher, friends and society, so motivation is very important in speaking English because motivation will support the students to find good ideas. If the speakers have good motivation to give the ideas, they always try to find new ideas that will be expressed.

6) Readiness

Readiness is preparedness to respond or react. Students must be active in looking for some information and read some books to add their knowledge, the more students read, the more students will get information, knowledge. Of course, ideas come to their mind; they will be active to speak well because they have been prepared.

2. External Factor

External factor is the factor that comes from the outside of environment. It comes from family, school, and society.

a. Family

Family influences students in studying and family plays role for children. There are three parts of the family that plays role namely: educated family, relationship between family, the condition of family and economy of family.

1) Educated family

Educated family influences students in studying. Sutjipto said that that family is the first educator. Family is a monitor for children, the educated family plays role to students active at school. The students get attention, motivation from their parents different from the students are from uneducated family. It is clear educated family plays role to the students' development in learning.

2) Relationship between family

Relationship between families is very important, like parents with their children, brother with his young sister, young brother. It influences student to study and to be active at school.

3) Economy family

The condition of economy influence students in studying, if students' needs are fulfilled for example book, dictionary, etc, so they will be active because they do not think about economy anymore and they will get what they need, if students are poor, their facilities are not fulfilled. Sometimes they have to help their parents, so this condition like this will come to their mind when they are studying, automatically they do not concentrate in studying, and how they can be active, because the condition of economy influences the students in studying.

4) Culture

Culture is literature, music and other intellectual expression of a particular society or time Hornby (1995:285). Culture is very establishing students especially in speaking, because their cultures influence their activity. If students are active in classroom and outside they can automatically speak well. Sometimes, there is a big problem that they are difficult to leave their mother languages if student is ocuness one, he will use ocuness language, if students is Minangness one, he will use Minangness and seldom use English. If student good in speaking they should be able make balance between mother language and English language.

b. School factor

School factor consists of method, teacher, facilities and relationship between teacher and students.

1) Method

Method is used by teacher to establish the students in process of teaching and learning the good method applied is based on students' need. If they are interested in the method they will give attention and become more active, because that method is very important for them.

2) Teacher

Hornby (1995:1225) teacher is a person who teaches. A teacher is dominant factor in teaching and learning process because teacher as person who transfer knowledge to students. In reaching the aims of education in institution, a teacher is demanded to be a professional one because if the teacher are professional of course they can teach is as good as possible. In this case, the teachers are important element to create teaching and learning process to be successful. So that, it is important for teacher to provide foreign language students with giving opportunities to them practice to English. Moreover teacher should be active to participate in students' activities. Kalayo Hasibuan (2005:2) said that the students cannot apply; use extended skills that they do not proceed. Student's performance can be monitored in many ways. He also said that that while providing comprehensible input, the teacher verifies ways to make students able to understand. During guidance and practice, the teacher should correct students' pronunciation and grammar. During interactive communication activities, the teacher evaluates the students' performance in relation to established benchmarks and performance guidelines.

3) Relationship between teacher and students

Relationship between teacher and students is very important because it has effect in process of teaching and learning, if the students are pleased to their teacher they will

be pleased to the subject what teacher teaches, so the teacher has to able keep relationship with his/ her students.

4) School Facilities

School facilities consist of the condition of classroom, comfortable, not too crowded that other facilities place the students to practice and improve their speaking etc.

So school facilities strongly influence students in learning.

c. Society Factor

Society is one external factor that influences students. In society factor there are 3 points namely: activity in society, friend and environments.

1) Activity in society

Activity in society is direct teaching that the students care about Environment, and it also teacher the students to follow organization like: PKK, IRMADI etc. its can improve student in conveying ideas, adding knowledge and experience

2) Friend

With whom the student make friend is to establish the students' competence because friend has big role, if our friends have good habit, attitude, he or she will give support when we have low spirit, motivation, suggestion. But when the students has not good friend, they will bring the failure.

3) Environment

Where the students live . hat the condition of society is influence student. For example students live in market environment their concentration will be different from the students who live in town. Market is usually noisy, crowded etc and Town is comfortable, because the environment establishes students in learning.

Besides the theory above, we have to know the basics how to make someone able to show up ideas. Ideas cannot be separated with speaking because ideas are parts of speaking, there are some factors that make students to able to convey ideas, and they are:

1. Listening comprehension
2. Grammatical accuracy
3. Pronunciation
4. Vocabulary
5. Organization ideas
6. Appropriateness of answer
7. Enthusiasm
8. Self confidences
9. Paralinguistic communication skills
10. Length of answer

B. The Relevant of the Research

As a matter of fact, there are several preliminary researches conducted by Yuliana (2007) in her research she focus on “students’ ability of speaking in the classroom discussion at the second year of Senior High School of Muhammadiyah Rokan Hulu”. Based on her research said that that the students expressing in classroom.

The similar research was conducted by Monaliza (2003) in her research she research focused about “the ability to speak at the second year students’ senior high school 2 Siak Hulu”. Based on her research said that that the student in expressing ideas in English speaking fluently is difficult, where is it caused of their problem of their problem in grammar, the meaning of

words, English vocabularies and pronunciation. Those problems are caused by their less effort to practice speaking and they had less self confident to do it. So the ability to speak at the second year of senior high school 2 Siak is at less than enough level.

So. For a study “The factors influencing students’ ability in conveying in speaking at second year of Islamic Senior High School Masmur Pekanbaru”, the writer focus on the effort that should be taken by teachers to improve students speaking ability and factors influence students in conveying their ideas in speaking. Because, speaking is one of big problems for students Islamic Senior High School Masmur Pekanbaru.

C. The Operational Concept

Operational concept is a concept used to give more explanation about theoretical framework to avoid misunderstanding and misinterpretation in this research. For this reason, operational concept must be defined in a clear statement to obtain needed data at the research location, so the operational concept of this research can be seen in the following indicators:

1. The Students’ Ability in Speaking English

The students speaking ability can be seen from these indicators, they are:

- a. The students can pronounce correctly
- b. The students are able to use words appropriately
- c. The students can use correct grammar in speaking English
- d. The students can speak fluently

2. Factors Influencing Students in Conveying ideas in Speaking English

The factors influencing in conveying ideas in speaking can be seen from indicators above:

- a. Students have self confidence to convey their ideas
- b. English teacher gives motivation to their students
- c. Students have positive motivation from their friends
- d. Parents give motivation to their children
- e. The students have complete facilities
- f. Students good healthy
- g. Students give attention
- h. Environment give support students

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology of the research. It presents the design of the research, location and time of the research, subject and object the research, population and samples of the research and then continued to techniques of the data collection and technique of data analysis.

A. The Design of the Research

This research is descriptive quantitative research that consists of one variable namely: the factors influencing students' in conveying ideas in speaking at the second year of Islamic Senior High School Masmur Pekanbaru.

B. Location and Time of the Research

1. The Location of the Research

This research conducted at the second years of Islamic Senior High School Masmur Pekanbaru. It is located at K. H, Ahmad Dahlan Sukajadi area, sub district of Pekanbaru.

2. The Time

The time of this research conducted from March up to May 2010

C. Subject and Object of Research

1. Subject of the Research

The subject of this research is the students at the second year of Islamic Senior High School Masmur Pekanbaru.

2. Object of the Research

The object of this research is factors influencing students in conveying ideas and their speaking ability.

D. Population

The population is the students at the second year of Islamic Senior High School Masmur Pekanbaru. It consists of two classes, Social Science II and Nature Science II. Social Science II consists of 15 male and 12 female, Nature Science II consists of 3 male and 13 female. The writer took the entire students become sample because list of 100 persons or we called total sample. The total of students can be seen from table below.

TABEL III.1

POPULATION AND SAMPLE

NO	CLASS	POPULATION AND SAMPLE	
		MALE	FEMALE
1	Social Science II Major	15	12
2	Nature Science II Major	3	13
	TOTAL	43	

E. The Techniques of Data Collection

Determining appropriate research instrument is important part before doing research. To collect the data is also the important one. In collecting the data the writer applies the techniques as follows:

1. Test

This test is to obtain the data about students' ability in speaking, it mean this technique to measure the ability of the students in speaking

2. Questionnaire

This technique is to obtain the data about the factors influencing students speaking ability. It means this technique to find out what the factor influencing in conveying ideas in speaking.

F. Data Analyzing Technique

In analyzing data, the writer used formula Suharsimi Arikunto(1996:242) as follows:

$$\text{Grade} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100\%$$

To find out the percentage level of students' speaking ability of Islamic senior high school at Masmur Pekanbaru, the writer uses qualitative statement that can be categorized as follows:

80 % - 100 % = excellent

70 % - 79 % = very good

60 % - 69 % = good

50 % - 59 % = fair

0 - 49 % = bad

There are two components of speaking to be scored in this research that are pronunciation, and fluency. To analyze the students speaking ability the writer uses Harris theory (1969:81)

PRONUNCIATION

- 5 = Has few traces of foreign accent
- 4 = Always intelligible, though one conscious of a definite accent
- 3 = Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
- 2 = Very hard to understand because of pronunciation problems. Must be frequently be asked to repeat
- 1 = Pronunciation problems so severe to make speak virtually unintelligible

GRAMMAR

- 5 = Makes few if any noticeable error of grammar or word order
- 4 = Occasionally make grammatical and word order error, which do not, however obscure meaning
- 3 = make fragment error of grammar and word order which occasionally obscure meaning
- 2 = Grammar and word order error make conversation difficult. Must often rephrase sentences and restrict him to basic patterns
- 1 = Error in grammar and word order so severe as to make speak virtually unintelligible

VOCABULARY

- 5 = Use of vocabulary and virtually treat of a native speaker
- 4 = Sometimes uses inappropriate term and phrase ideas because of lexical inadequacies
- 3 = frequently use the wrong words conversation somewhat limited because of inadequate vocabulary
- 2 = misuse of word very limited vocabulary make comprehension quite different
- 1 = vocabulary limitation so extreme as to make conversation virtually impossible

FLUENCY

- 5 = speaking as fluent and effortless as that of native speaker
- 4 = speed of speak seem to be slightly affected by language problem
- 3 = speed and fluency are rather strongly affected by language problems
- 2 = usually hesitantly often forced into silence by language limitation
- 1 = speaking is so halting and fragmentary as to make conversation virtually impossible

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS.

A. Data Presentation

1. Students' Speaking Ability

Consists of pronunciation, grammar, vocabulary, and fluency.

TABLE IV.1

STUDENTS' ABILITY IN TERM OF PRONUNCIATION

NO	Score	Category	Frequency	Percentage
1	5	Excellent	-	
2	4	Very good	10	24%
3	3	Good	12	27%
4	2	Fair	15	35%
5	1	Bad	6	14%
Total			43	100%

Based on table above, 0% or no one student gets score 5 or excellent. It means that no one students who have few traces of foreign accent. 10 students are in score 4 or (very good) they are always intelligible, one is conscious of a definite accent. 12 of the students get score 3. 15 of the students gets 2 it means that their pronunciation have problem. 6 of the students get 1, pronunciation is very hard to understand therefore it must frequently be ask to repeated

TABLE IV.2

STUDENTS' ABILITY IN TERM OF GRAMMAR

NO	Score	Category	Frequency	Percentage
1	5	Excellent	-	
2	4	Very good	4	9%
3	3	Good	10	24%
4	2	Fair	18	42%
5	1	Bad	11	25%
Total			43	100%

Based on table above, 0% or no one student gets score 5 or excellent. It means that no one students who have few traces of foreign accent. 4 students are in score 4 or (very good) they are always intelligible, one is conscious of a definite accent. 10 of the students get score 3. 18 of the students gets 2 it means that their grammar have problem. 11 of the students get 1, or make error in grammar and word order, so severe as to make speaking virtually intelligible.

TABLE IV.3

STUDENTS' ABILITY IN TERM OF VOCABULARY

NO	Score	Category	Frequency	Percentage
1	5	Excellent	2	5%
2	4	Very good	11	25%
3	3	Good	15	35%
4	2	Fair	7	16%
5	1	Bad	8	19%
Total			43	100%

Based on table above, 2 students get score 5 or excellent. It means that students have few traces of foreign accent. 11students are in score 4 or (very good) they are always intelligible, one is conscious of a definite accent. 15 of the students get score 3. 7 of the students' gets 2 it means that their pronunciation have problem. 8 of the students get 1.

BLE IV.4

STUDENTS' ABILITY IN TERM OF FLUENCY

NO	Score	Category	Frequency	Percentage
1	5	Excellent	2	7%
2	4	Very good	5	11%
3	3	Good	14	32%
4	2	Fair	16	37%
5	1	Bad	6	13%
Total			43	100%

Based on table above, 2 of the student s get score 5 or excellent. It means that 2 of the students who have few traces of foreign accent. 5 students are sin score 4 or (very good) they are always intelligible, thorough one is conscious of a definite accent. 14 of the students get score 3. 16 of the students gets 2 it means that their pronunciation have problem. 6 of the students get 1.

2. The Factors that Influence Students in conveying Ideas in Speaking English

The data about factors influencing students in speaking English were obtained thorough questionnaire. To give the weight of each questioner, the linker was used, the scale had five points of continuum, namely: always, often, some time, seldom and never. There were 15 statements in this questioner. Besides using the questionnaire, the investigator also used interview to collect the data about the factors influencing students in speaking English.

To analyze the data questionnaires, the investigator gives score on every item as follows:

'ABLE IV.5

THE CLASIFICATION TABLE SCORE OF QUESTIONNAIRE

OPTIONS	SCORE	APPARENT
Always	4	Excellent
Often	3	Good
Sometime	2	Fair
Seldom	1	Poor
Never	0	

In order to present the data about the factors influencing in speaking English, it is presented in the following table, regarding its frequency distribution of each indicator. The table is follows:

TABLE IV.6
THE CONDITION OF FAMILY

NO	Classification	Frequency	Percentage
1.	Always	18	42%
2.	Often	17	40%
3.	Sometime	7	16%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 42% of the respondents choose always, 40% of the respondents choose often, 16 % of the respondents choose sometime, 2% of the respondents choose seldom, and no respondents choose never for in speaking English. From table can be said that the condition of family influence students in conveying ideas.

TABLE IV.7
THE METHOD THAT INFLUNCES STUDENTS IN CONVEYING IDEAS

NO	Classification	Frequency	Percentage
1.	Always	12	28%
2.	Often	18	42%
3.	Sometime	10	23%
4.	Seldom	3	7%
5.	Never	0	0%
		43	100%

The table above shows that 28% choose always, 42% of the respondents choose often, 23% of the respondents choose sometimes, 7% of the respondents choose seldom, and no respondents choose never give opportunity in speaking English. It means that method influence students to show up their ideas.

TABLE IV.8**THE STUDENTS' MOTIVATION FROM THEIR TEACHER**

NO	Classification	Frequency	Percentage
1.	Always	17	40%
2.	Often	16	37%
3.	Sometime	7	16%
4.	Seldom	3	7%
5.	Never	0	0%
		43	100%

The table above shows that 40% choose always, 37% of the respondents choose often, 16% of the respondents choose sometimes, 7% of the respondents choose seldom, and no respondents choose never for teacher give motivation to speak English. The percentage above indicates that motivation from their teacher influence students in conveying ideas in speaking.

TABLE IV.9**THE STUDENTS' MOTIVATION FROM THEIR PARENTS**

NO	Classification	Frequency	Percentage
1.	Always	16	37%
2.	Often	14	32%
3.	Sometime	2	5%
4.	Seldom	11	26%
5.	Never	0	0%
		43	100%

The table above shows that 37% choose always, 32% of the respondents choose often, 5% of the respondents choose sometimes, 26% of teh respondents choose seldom, and no respondents choose never for their parents give motivation to study English more. It meant that motivation from their parents influence students to active in speaking and convey their ideas.

TABLE IV.10**THE STUDENTS' SELF CONFIDANCE TO CONVEY IDEAS**

NO	Classification	Frequency	Percentage
1.	Always	19	44%
2.	Often	17	40%
3.	Sometime	6	14%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 44% choose always, 40% of the respondents choose often, 14% of the respondents choose sometimes, 2% of the respondents choose seldom, and no respondents choose never students' competition in speaking English. Self confidence measurable the students to active show up their ideas in speaking.

TABLE IV.11**THE STUDENTS USE FACILITIES IN SUPPORTING THEIR SPEAKING**

NO	Classification	Frequency	Percentage
1.	Always	22	51%
2.	Often	12	28%
3.	Sometime	9	21%
4.	Seldom	0	0%
5.	Never	0	0%
		43	100%

The table above shows that 51% choose always, 28% of the respondents choose often, 21% of the respondents choose sometimes, no respondents choose, and no respondents choose never for facilities that influence in speaking English. From percentage above clear those student's facilities influence students in conveying ideas in speaking.

TABLE IV.12**THE SUPPORT FROM THEIR FRIENDS**

NO	Classification	Frequency	Percentage
1.	Always	6	14%
2.	Often	3	7%
3.	Sometime	22	51%
4.	Seldom	12	28%
5.	Never	0	0%
		43	100%

The table above shows that 14% choose always, 7% of the respondents choose often, 51 % of the respondents choose sometimes, 28% of the respondents choose seldom, and no respondents choose never for their friends support to speak English. Support from their friend measurable students to active in speaking because motivation has big play role influence students in speaking.

TABLE IV.13**THE INVIOREMANT GIVE SUPPORT TO STUDENTS**

NO	Classification	Frequency	Percentage
1.	Always	17	40%
2.	Often	20	46%
3.	Sometime	2	5%
4.	Seldom	4	9%
5.	Never	0	0%
		43	100%

The table above shows that 40% choose always, 46% of the respondents choose often, 5% of the respondents choose sometimes, 9% of the respondents choose seldom, and no respondents choose never for in speaking English. Environment where the students live measurable to concentration in studying. So, it also give effect toward students are active in speaking, it cen bee seen from percentage above.

TABLE IV.14

**THE STUDENTS' HEALTH INFLUENCES TO BE ACTIVE IN CONVEYING IDEAS
IN SPEAKING**

NO	Classification	Frequency	Percentage
1.	Always	27	63%
2.	Often	10	23%
3.	Sometime	5	12%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 63% choose always, 23% of the respondents choose often, 12% of the respondents choose sometimes, 2% of the respondents choose seldom, and no respondents choose never for health influence in speaking. Students health influence in conveying ideas, it can be said from percentage, 83 % students chooses always and often.

TABLE IV.15

THE STUDENTS' VOCABULARY SUPPORTS TO SHOW UP IDEAS IN SPEAKING

NO	Classification	Frequency	Percentage
1.	Always	29	68%
2.	Often	9	21%
3.	Sometime	4	9%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 68% choose always, 21% of the respondents choose often, 9% of the respondents choose sometimes, 2% of the respondents choose seldom, and no respondents choose never for vocabulary influence in speaking English. Students vocabulary influence students in conveying ideas, it can be seen from table above.

TABLE IV.16**THE STUDENTS' GRAMMAR SUPPORTS THEIR SPEAKING**

NO	Classification	Frequency	Percentage
1.	Always	19	44%
2.	Often	13	31%
3.	Sometime	10	23%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 44% choose always, 31% of The respondents choose often, 23% of the respondents choose sometimes, 2% of the respondents choose seldom, and no respondents choose never for structure influences in speaking English

TABLE IV.17**THE STUDENTS' PRONOUNCATION SUPPORTING THEIR SPEAKING**

NO	Classification	Frequency	Percentage
1.	Always	25	58%
2.	Often	12	28%
3.	Sometime	5	12%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 58% choose always, 28% of the respondents choose often, 12% of the respondents choose sometime, 2% of the respondents choose seldom, and no respondents choose never for pronunciation influences in speaking English

TABLE IV.18**THE STUDENTS' PREPARATION SUPPORTS IN CONVEYING IDEAS**

NO	Classification	Frequency	Percentage
1.	Always	20	46%
2.	Often	16	37%
3.	Sometime	5	12%
4.	Seldom	2	5%
5.	Never	0	0%
		43	100%

The table above shows that 46% choose always, 37% of the respondents choose often, 12% of the respondents choose sometime, 5% of the respondents choose seldom, and no respondents choose never for teacher uses media to give support in speaking English

TABLE IV.19

THE FRIENDS' MOTIVATION INFLUNCE TO BE ACTIVE IN CONVEYING IDEAS

NO	Classification	Frequency	Percentage
1.	Always	14	33%
2.	Often	21	49%
3.	Sometime	7	16%
4.	Seldom	1	2%
5.	Never	0	0%
		43	100%

The table above shows that 33% choose always, 49% of the respondents choose often, 16% of the respondents choose sometime, 2% of the respondents choose seldom, and no respondents choose never for teachers' method in explanation make students easy to understand.

TABLE IV.20

THE ATTENTION INFLUENCES STUDENTS TO BE ACTIVE IN CONVEYING IDEAS IN SPEAKING

NO	Classification	Frequency	Percentage
1.	Always	10	23%
2.	Often	21	49%
3.	Sometime	1	2%
4.	Seldom	11	26%
5.	Never	0	0%
		43	100%

The table above shows that 23% choose always, 49% of the respondents choose often, 2% of the respondents choose sometime, 26% of the respondents choose seldom, and

no respondents choose never for classroom condition influence students to speak English.

Student's attention influence in conveying ideas in can be seen from percentage above.

TABLE IV.21

THE QUESTIONNAIRE RECAPITULATION OF FACTORS INFLUENCING STUDENTS IN SPEAKING ENGLISH

No Item	Options									
	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	18	42%	17	40%	7	16%	1	2%	0	0
2	12	28%	18	42%	10	23%	3	7%	0	0
3	17	40%	16	37%	7	16%	3	7%	0	0
4	16	37%	14	32%	2	5%	11	26%	0	0
5	19	44%	17	40%	6	14%	1	2%	0	0
6	22	51%	12	28%	9	21%	0	0	0	0
7	6	14%	3	7%	22	51%	12	28%	0	0
8	17	40%	20	46%	2	5%	4	9%	0	0
9	27	63%	10	23%	5	12%	1	2%	0	0
10	29	68%	9	21%	4	6%	1	2%	0	0
11	19	44%	13	31%	10	23%	1	2%	0	0
12	25	58%	12	28%	5	12%	1	2%	0	0
13	20	46%	16	37%	5	12%	2	5%	0	0
14	14	33%	21	49%	11	26%	1	2%	0	0
15	10	23%	21	49%	11	26%	1	2%	0	0
Total	271	631%	219	510%	116	268%	43	98%	0	0

B. DATA ANALYSIS

This research is to know the students' ability in speaking and factors influencing students in conveying ideas. In this research, the writer used test to know students ability in speaking and questionnaire to find out what factors influence students in conveying ideas in speaking.

1. The Data Analysis of Students' Speaking Ability

To analyze the data of students' speaking ability the writer used David Haris (1289: 81) there were four elements of speaking measured in this research such as: Pronunciation

includes vowel, consonant and stress and intonation pattern. Grammar means the ability uses a sentence in general and structure use. Vocabulary includes the right and appropriate used the word. Fluency includes the ease and speed of the flow of speech.

a. Pronunciation score

Based on David Haris theory the students will get score 5 if pronunciation has few a traces of foreign action, the students get score 4, if pronunciation always intelligible trough one is conscious of definite accent, the students get score 3, it means students' pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding, the students get score 2 if pronunciation very hard to understand because pronunciation problem must frequently be ask to repeat. The students will get core 1 if pronunciation problems so severe as to make speech virtually unintelligible.

b. Grammar Score

Students get score 5 if make few any noticeable error of grammar or word order. Students get 4 it means occasionally make grammatical and word order error, which do not, however obscure meaning. The students get score 3 if they make fragment error of grammar and word order which occasionally obscure meaning. Students get score 2 if grammar and word order error make conversation difficult and must often rephrase sentences and restrict him to basic patterns. Students get score 1 student make error in grammar and word order so severe as to make speech virtually unintelligible.

c. Vocabulary Score

In vocabulary score students will get score 5 if students use vocabulary and virtually treat of a native speaker students will get 4 students sometimes uses inappropriate term and rephrase ideas because of lexical inadequacies. Students will get

score 3 if frequently use the wrong words conversation somewhat limited because of inadequate vocabulary lack of word and very limited vocabulary make comprehension quite different 1 = vocabulary limitation so extreme as to make conversation virtually impossible.

d. Fluency Score

The students get score 5 if students speech and effortless as that of native speaker the students get score 4 if students speed of speech seems to be slightly affected by language problems. The students get score 3 if students speech and fluency are rather strongly affected by language problems. The students get score 2 usually hesitant often forced in to silence by language limitations. The students get score 1 is students' speech is so halting and fragmentary as to make conversation virtually impossible.

To get the total of the result students' speaking ability in presenting a prepared speech. The writer used the formula form Suharsimi Arikunto's book (1996:242) as follows:

$$\text{Grade} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100\%$$

TABLE IV.24
THE RESULT OF STUDENTS' SPEAKING ABILITY

Students	P	G	V	F	X	Score	Category
Abdillah	4	4	4	5	17	85	Excellent
Anita Deviana	3	2	3	2	10	50	Fair
Dani Suryanto B.P	2	2	1	2	7	35	Bad
Gusmytha	4	3	3	3	13	65	Good
Indah Suprihatin	1	1	1	1	4	20	Bad
Liya Andriani	3	3	3	3	12	60	Good
Nabila Safitri	3	1	1	2	7	35	Bad
Nurhusni Ulfatmi	4	3	4	4	15	75	Very good
Shinta Pratiwi	2	1	2	2	7	35	Bad
Siti Aisyah	4	2	3	2	11	55	Fair
Sulistiana Indrayani	2	2	1	1	6	30	Bad
T. Auliyannisa Farda	3	3	3	2	11	55	Fair
Viya Desyana	2	1	2	2	7	35	Bad
Wahyu Iswandi	4	4	5	3	16	80	Excellent
Tertha Novita	4	3	3	3	13	65	Good
Nia Sari Nastiti	3	2	3	2	10	50	Fair
Agung Cahyo S.	3	2	4	4	13	65	Good
Ahmad Jadil Haq	3	2	2	2	9	45	Bad
Ali Hanafi	2	3	4	4	13	65	Good
Annur Zakia	2	2	2	2	8	40	Bad
Ardian Saputra	1	3	2	3	9	45	Bad
Arvis Syawal	2	3	4	4	13	65	Good
Bahari Pratama	2	2	3	2	9	45	Bad
Dewi Susanti	3	4	5	5	17	85	Excellent
Fajar Mustika P	1	1	2	1	5	25	Bad
Fakar Buana	4	2	3	2	11	55	Fair
Indah Sah	1	1	1	1	4	20	Bad
Irma Suci	3	2	4	3	12	60	Good
Juliani Lestari	2	2	3	3	10	50	Fair
M. Andika Kurniawan	2	1	1	1	5	25	Bad
Mela Handayani	4	4	4	4	16	80	Excellent
M. Rizkon	2	2	3	2	9	45	Bad
Ramadhani	2	2	3	3	10	50	Fair
Ramadhani Putra N.	3	2	4	3	12	60	Good
Roni Agustian	2	1	3	3	9	45	Bad
Rosi Ardilla	3	2	4	3	12	60	Good
Sholehatun	1	2	1	2	6	30	Bad
Syilfani	4	3	4	3	14	70	Very good
Yolanda Sundari	2	2	1	2	7	35	Bad
Rinozal	2	1	3	3	9	45	Bad
Auliya Saputra	4	3	4	3	14	70	Very good
M. Alga Laini Anzra	1	1	2	2	6	30	Bad
Hariato	3	2	3	3	11	55	Fair
Total	116	94	121	112	439	2195	

The data above describe that the pronunciation has a total score 116, the grammar has 94, vocabulary has 121, fluency has 112. Besides that the writer wanted to determine the percentage level of students' speaking ability. The used the formula is follows:

$$\text{Grade (percentage)} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100\%$$

To make clear the percentage level of all the items or the total result of students' speaking ability is

$$\begin{aligned} \text{Total score} &= \frac{2195}{4300} \times 100\% \\ &= 51,04 \end{aligned}$$

Through examining the level standard percentage of students' speaking ability' the level of 51,04 is located category 50% -59% fair and category fair level.

2. The Data Analysis of the Factor Influencing Students' Ability in Speaking English

TABLE IV.22

**RECAPITULATION OF THE FACTORS INFLUENCING STUDENTS ABILITY IN
CONVEYING IDEAS IN SPEAKING**

No Item	Options									
	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	18	42%	17	40%	7	16%	1	2%	0	0
2	12	28%	18	42%	10	23%	3	7%	0	0
3	17	40%	16	37%	7	16%	3	7%	0	0
4	16	37%	14	32%	2	5%	11	26%	0	0
5	19	44%	17	40%	6	14%	1	2%	0	0
6	22	51%	12	28%	9	21%	0	0	0	0
7	6	14%	3	7%	22	51%	12	28%	0	0
8	17	40%	20	46%	2	5%	4	9%	0	0
9	27	63%	10	23%	5	12%	1	2%	0	0
10	29	68%	9	21%	4	6%	1	2%	0	0
11	19	44%	13	31%	10	23%	1	2%	0	0
12	25	58%	12	28%	5	12%	1	2%	0	0
13	20	46%	16	37%	5	12%	2	5%	0	0
14	14	33%	21	49%	11	26%	1	2%	0	0
15	10	23%	21	49%	1	2%	11	26%	0	0
Total	271	631%	219	467%	126	285%	53	123%	0	0

In analyzing the factors influence students' speaking, the writer used questionnaire. From the table above, it was clear that the some factors influence students Islamic Senior High School Masmur convey their ideas in speaking, refer to:

a. Internal factors

1) The students' self confidence

It can be seen in the table IV.6. That 17 (44%) always and 17 (40%) often from 43 of the students. It means that give contribution for students in speaking and conveying ideas.

2) The students' health influence students' activation in speaking.

It can be seen in the table IV.10. That 27 (63%) always and 10 (23%) often from 43 of the students. Students' health influence students to active show up their ideas in speaking.

3) Vocabularies influence students to be active in speaking.

It can be seen in the table IV.11. That 29 (68%) always and 9 (21%) often from 43 of the students. It means that vocabulary influence students in conveying their ideas in speaking.

4) Grammar influence students' activation in speaking.

It can be seen in the table IV.12. That 19 (44%) always and 13 (31%) often from 43 of the students. Grammar influence students in conveying ideas in speaking.

5) The pronunciation

It can be seen in the table IV.13. That 25 (58%) always and 12 (28%) often from 43 of the students. Students' pronunciation give contribution to students speaking to active show up ideas in speaking.

6) Students' attention

It can be seen in the table IV.16. That 10 (23%) always and 21 (49%) often from 43 of the students. It clear that students attention influence students in conveying ideas in speaking.

b. External factors

1) The condition of family

It can be seen is the table IV.2. That 18 (42%) always and 17 (40%) often from 43 of the students.

2) Teacher's method

It can be seen in the table IV.3. That 12 (28%) always and 18 (42%) often from 43 of the students

3) The teacher's motivation influence students to active convey ideas in speaking.

It can be seen in the table IV.4. That 17 (40%) always and 16 (37%) often from 43 of the students.

4) The parents' motivation

It can be seen in the table IV.5. That 16 (37%) always and 14 (32%) often from 43 of the students.

5) The students' facilities influence students in conveying ideas in speaking.

It can be seen in the table IV.7. That 22 (51%) always and 12 (28%) often from 43 of the students.

6) Environment

It can be seen in the table IV.9. That 17 (40%) always and 20 (46%) often from 43 of the students

7) Students' preparation

It can be seen in the table IV.14. That 20 (46%) always and 16 (37%) often from 43 of the students

8) The motivation from the friends influences students active in speaking.

It can be seen in the table IV.15. That 14 (33%) always and 21 (49%) often from 43 of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents conclusion of those which have been discussed in the previously chapter, and then gives recommendation concerning with the student's ability to convey their ideas in speaking.

A. Conclusion

Based on the explanation in the chapter IV, the writer makes several conclusions as follows:

1. Students speaking ability at second year of Islamic Senior High School Masmur Pekanbaru is in the fair level, because proportion level of students is 51,04 which located at the category 50- 59%.
2. Based on the data questionnaire before, the investigator can include There some factors influence students speaking ability, as follow:
 - a. Internal factors
 - 1) The students' Self confidence influence students in conveying ideas in speaking English.
 - 2) The students' healthy influence students to active in conveying ideas in speaking.
 - 3) The student's vocabularies establish students are able to active in conveying ideas in speaking.
 - 4) The students Grammar influence students to active in speaking
 - 5) The student's pronunciation influence students to active in speaking.
 - b. External factors

- 1) The condition of family influence students to active in process teaching and learning moreover in speaking.
- 2) The teacher methods influence the students to active in speaking.
- 3) The teacher motivation influence students to active in conveying ideas in speaking.
- 4) The parents' motivation influence to active in process teaching and learning and show up their ideas in speaking.
- 5) The students' facilities establish students active in speaking and convey ideas.
- 6) Environment establish students to be active because students need the comfortable in studying
- 7) Students prepare establish to active in speaking.
- 8) The motivation from their friends influences students in conveying ideas in speaking.

A. Sugesstion

To make this thesis more useful, the writer gives some recommendation for the students and teacher as follows:

1. For the students
 - a. Improving the speaking
 - b. Don't be afraid of showing your ideas
 - c. Read much English book to support ideas
 - d. Always practice with your friends, teacher and etc
 - e. Study hard about grammar, pronunciation, and vocabulary.

2. For the teacher
 - a. Motivate the students to be active in speaking
 - b. Guide the students to express their ideas
 - c. Give opportunities to the students to express their ideas in speaking
 - d. Give reward to the excellent students in speaking English
 - e. Provide the students with the good model in speaking English

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