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PEKANBARU

1446 H / 2024 M

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**AN ANALYSIS OF STUDENTS' SPEAKING SKILL ON
NARRATIVE TEXT AT TENTH GRADE OF SMA IT FADHILAH
PEKANBARU**



UIN SUSKA RIAU

BY

AGUNG PRASETYA
12010415662

Thesis

Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled “An Analysis of Students’ Speaking Skill on Narrative Text at Tenth Grade of SMA IT Fadhilah Pekanbaru” is certainly my own work and it does not consist of other people work, I’m entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, Juli 26th, 2024



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Thesis entitled "*An Analysis of Students' Speaking Skill of narrative Text at Tenth-Grade of SMA IT Fadhillah Pekanbaru*" by Agung Prasetya, SIN. 12010415662. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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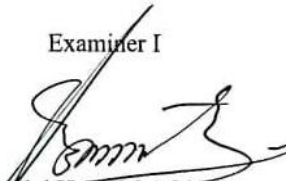
EXAMINER APPROVAL

The thesis "*An Analysis of Students' Speaking Skill on Narrative Text At Tenth Grade of SMA IT Fadhilah Pekanbaru*" by Agung Prasetya, SIN. 12010415662. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Muharram 10th · 1446 H / Juli 16th , 2024 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

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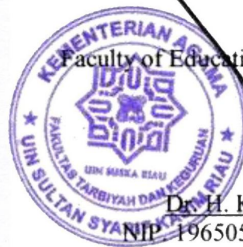


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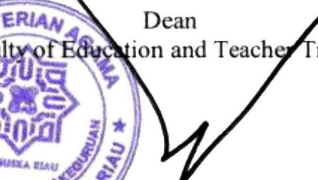


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Pekanbaru, Juli 05th, 2024
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ملخص

أجونج براسيتيا، (2024): تحليل مهارة الكلام لدى الطلاب في النص السردى للصف العاشر في مدرسة فضيلة الثانوية الإسلامية المتكاملة بكنبارو

بناءً على دراسة أولية في مدرسة فضيلة الثانوية الإسلامية المتكاملة بكنبارو، وجد الباحث العديد من الظواهر مثل عدم رغبة بعض الطلاب في التحدث باللغة الإنجليزية. يهدف هذا السؤال البحثي إلى معرفة مدى مهارة الكلام للطلاب في النص السردى. يهدف هذا البحث إلى تحديد مهارة الكلام للطلاب في النص السردى في مدرسة فضيلة الثانوية الإسلامية المتكاملة بكنبارو. هذا النهج البحثي هو الوصفي الكمي. المجتمع 53 طالباً، أخذ الباحث 53 طالباً من 3 فصول باستخدام تقنيات أخذ العينات الكلية. استخدم الباحث الاختبارات الشفهية في جمع البيانات لهذا البحث. وتشير نتائج هذا البحث إلى أن مجموع الدرجات في النطق هو 3750 ومتوسط الدرجات 70.75. مجموع درجات القواعد 3730 ومتوسط الدرجات 70.38، ومجموع درجات المفردات 4150 ومتوسط الدرجات 78.30، ومجموع درجات الطلاقة 3390 ومتوسط الدرجات 63.69، ومجموع درجات الفهم 3680 ومتوسط الدرجات 43.69. يمكن أن نستنتج أن مهارة الكلام للطلاب في النص السردى للنطق مصنفة بمستوى جيد، والقواعد مصنفة بمستوى جيد، والمفردات مصنفة بمستوى جيد، والطلاقة مصنفة بمستوى ضعيف، والفهم تم تصنيفه على مستوى جيد.

UIN SUSKA RIAU

ABSTRACT

Agung Prasetya (2004) : An Analysis Of Students Speaking Skill Of Narrative Text At Tenth Grade Of SMA IT Fadhilah Pekanbaru

Based on a preliminary study at Fadhilah IT High School Pekanbaru, researcher found several phenomena such as, some students do not have interest in speaking English. This research aim was to analyze students' speaking skills on narrative texts. The approach of this research is quantitative descriptive. The population of this study is 53 students, the researcher took 53 students from 2 classes using the total sampling technique. Researchers used oral tests in collecting data for this study. Based on the findings of this study showed that the total score in pronunciation is 3750 and the average score is 70.75. The total grammar score was 3730 and the average score was 70.38, the total vocabulary score was 4150 and the average score was 78.30, the total fluency score was 3390 and the average score was 63.69, and the total comprehension score was 3680 and the average score was 69.43. It can be concluded that students' speaking ability in narrative texts for pronunciation is categorized as a good level, for grammar is categorized as a good level, for vocabulary is categorized as a good level, for fluency is categorized as a enough level, and for comprehension is categorized as a good level. the speaking aspects that most of the students gained high score was vocabulary, the speaking aspects that most of the students gained low score was fluency.

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ABSTRAK

Agung Prasetya (2004) : Analisis Terhadap Keterampilan Berbicara Siswa Dalam Teks Naratif Kelas 10 SMA IT Fadhilah Pekanbaru

Berdasarkan studi pendahuluan di SMA IT Fadhilah Pekanbaru, peneliti menemukan beberapa fenomena seperti, beberapa siswa tidak memiliki minat untuk berbicara bahasa Inggris. Tujuan penelitian ini adalah untuk menganalisis kemampuan berbicara siswa dalam teks naratif. Pendekatan penelitian ini bersifat deskriptif kuantitatif. Populasi penelitian ini sebanyak 53 mahasiswa, peneliti mengambil 53 mahasiswa dari 3 kelas dengan menggunakan teknik total sampling. Para peneliti menggunakan tes oral dalam mengumpulkan data untuk penelitian ini. Berdasarkan temuan penelitian ini menunjukkan bahwa total skor dalam pengucapan adalah 3750 dan skor rata-rata adalah 70,75. Skor tata bahasa total adalah 3730 dan skor rata-rata adalah 70,38, skor kosakata total adalah 4150 dan skor rata-rata adalah 78,30, skor kefasihan total adalah 3390 dan skor rata-rata adalah 63,69, dan skor pemahaman total adalah 3680 dan skor rata-rata adalah 69,43. Dapat disimpulkan bahwa kemampuan berbicara siswa dalam teks naratif untuk pengucapan dikategorikan sebagai tingkat yang baik, untuk tata bahasa dikategorikan sebagai tingkat yang baik, untuk kosakata dikategorikan sebagai tingkat yang baik, untuk kefasihan dikategorikan sebagai tingkat yang buruk, dan untuk pemahaman dikategorikan sebagai tingkat yang baik. Aspek berbicara yang sebagian besar siswa memperoleh nilai tinggi adalah kosakata, aspek berbicara yang sebagian besar siswa memperoleh skor rendah adalah kefasihan.

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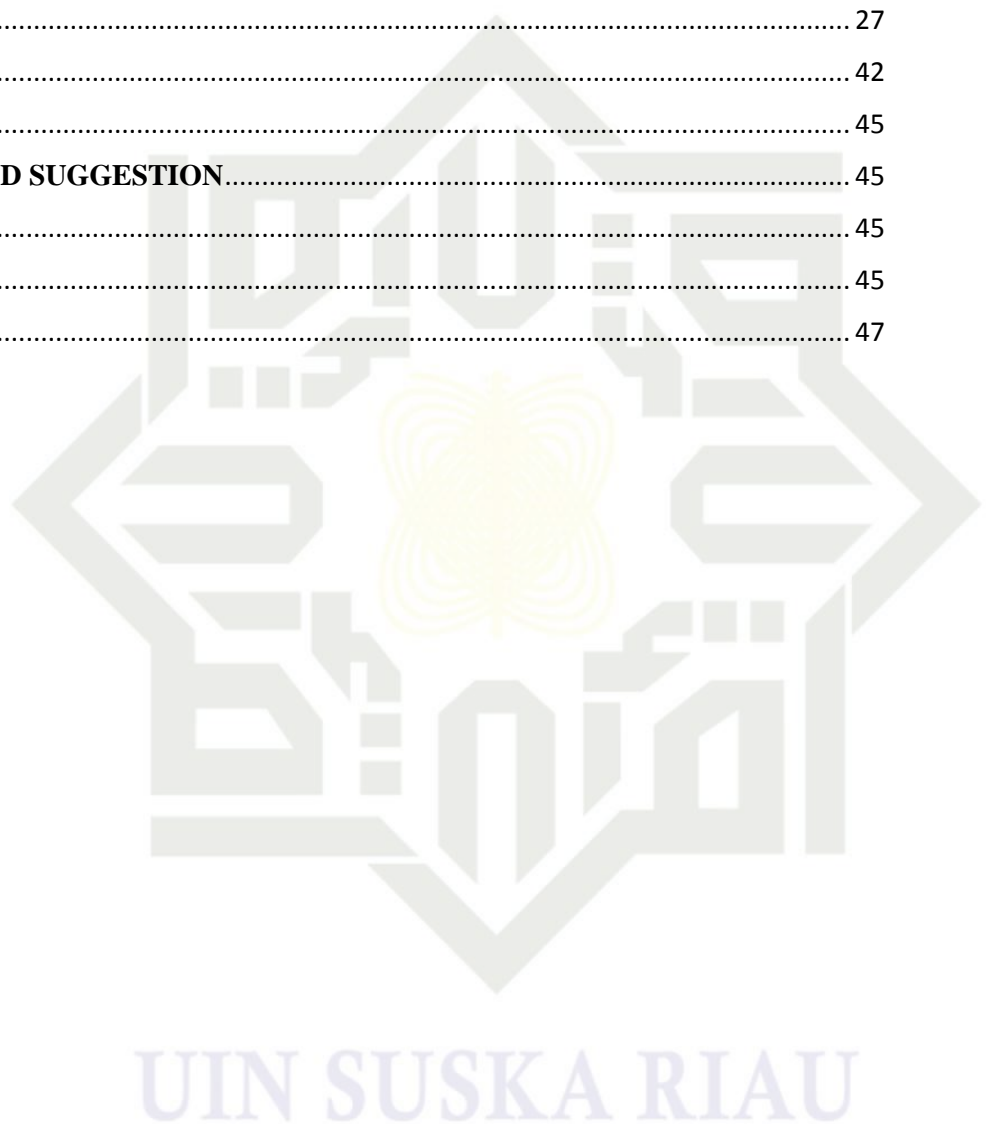
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CHAPTER I

INTRODUCTION

A. Background of study

As an International language, English is important to learn by people in the world. In Indonesia, English is a foreign language which has difficulty level for students to learn. There are four English skills which are listening, speaking, reading and writing. Speaking is one of language skill. There are some aspects of speaking skill such as grammar, vocabulary and pronunciation. Students must understand what components that are involved in speaking skill to measure their speaking proficiency. According to Nunan in Cagri (2012), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking as interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is the most important part to master because our lives are inseparable from communication with others, (Prawerti, 2015). In addition, speaking is a skill that requires not only linguistic skills, but also sociolinguistic abilities, such as understanding when, why, and how to produce language to express ideas, (Laisow, 2019).

English is an international language in global communication, business, and education. In Indonesia, English is taught in schools, including at the Senior High School (SMA) level. English is the second language in Indonesia, and all schools have implemented English learning because English is a world language that has

been widely applied in various countries to use English. Speaking English must be precise, grammar, fluency, pronunciation, and so on. So to achieve this target, a consistent long-term process is needed so that the results are perfect.

In this study, the researcher used narrative texts, Based on the Merdeka curriculum. Narrative texts are included in functional texts related to stories. This curriculum allows students to understand the meaning of the text even with simple legends. The purpose of studying narrative texts is that students are expected to be able to explain the function, structure, and linguistic characteristics of narrative texts orally and in writing about legends. Students will then be able to tell legendary stories orally or in writing, emphasizing the function, sentence structure, and linguistic features of narrative texts.

The school uses the Merdeka curriculum as a teaching and learning guide. In this curriculum, based on the competence stated in syllabus, students are expected to be able to communicate using English with teachers, peers, and others. And students are also expected to be able to tell the legend of one of the narrative stories and also give opinions about narrative stories using English.

Based on preliminary research at study State Islamic Senior High School Fadhilah Pekanbaru in last year, especially the tenth-grade students, they still had problems and difficulties in learning English especially in speaking. Their speaking skill was still low of the curriculum expectation. Based on observation and an interview with an English teacher at SMA IT Fadhilah Pekanbaru, the researcher found several problems faced by students. Some students have good speaking

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according to the speaking aspect, but some students are still not good at speaking, in the learning method, the teacher has given the best to the students, both in creativity and innovation of the teacher himself in explaining the learning material. Some students lack speaking skills, this can be seen in the following phenomena, some students are unable to speak according to grammatical rules, some students are unable to express their ideas clearly, some students are still shy to speak, some students are lack vocabulary.

In his book, Harmer (2014) is stated that in order for a person to develop good communication skills, good language skills are first needed. Language users must be able to communicate, and language users must have language skills. Therefore, those who want to be able to communicate well in English must first master the language well. Based on the phenomena mentioned above, the researcher is interested in conducting research entitled "An Analysis of The Student Speaking On Narrative Text at Tenth Grade of SMA IT Fadhilah Pekanbaru".

B. Research Problem

Based on the background of the problem, the researcher identified several problems in this research as follows:

1. Identification Problem

- a) Some students are unable to speak according to grammatical rules
- b) Some students are unable to express their ideas clearly
- c) Some students are still shy to speak
- d) Some students are lack vocabulary

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2. Limitation Problem

After identifying the problems state above, it is clear that there are many problems in this research. Thus, the researcher needs to focus the problem of this research on students' speaking skills of narrative text at tenth grade of SMA IT Fadhilah Pekanbaru.

3. Formulation of the problem

Based on the problems pictured in the background of the problem, the research formulates the formulation of the problem as follow: How is students' speaking skills on narrative text at tenth grade of SMA IT Fadhilah Pekanbaru?

C. Objective and significance of the research

1. Objective of the research

The objective of this research is to analyze the students' speaking skills on narrative text at tenth-grade students of SMA IT Fadhilah Pekanbaru.

2. Significance of the Research

The significant research as follows:

- a. Giving information about the students' speaking skills on narrative text at the tenth-grade students of SMA IT Fadhilah Pekanbaru.
- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English at tenth grade of SMA IT Fadhilah Pekanbaru to be consideration for their future learning process.
- c. The results of this study are expected to provide additional information for other researchers who want to conduct further research in related fields.

CHAPTER I

INTRODUCTION

A. Background of study

As an International language, English is important to learn by people in the world. In Indonesia, English is a foreign language which has difficulty level for students to learn. There are four English skills which are listening, speaking, reading and writing. Speaking is one of language skill. There are some aspects of speaking skill such as grammar, vocabulary and pronunciation. Students must understand what components that are involved in speaking skill to measure their speaking proficiency. According to Nunan in Cagri (2012), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking as interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is the most important part to master because our lives are inseparable from communication with others, (Prawerti, 2015). In addition, speaking is a skill that requires not only linguistic skills, but also sociolinguistic abilities, such as understanding when, why, and how to produce language to express ideas, (Laisow, 2019).

English is an international language in global communication, business, and education. In Indonesia, English is taught in schools, including at the Senior High School (SMA) level. English is the second language in Indonesia, and all schools have implemented English learning because English is a world language that has

been widely applied in various countries to use English. Speaking English must be precise, grammar, fluency, pronunciation, and so on. So to achieve this target, a consistent long-term process is needed so that the results are perfect.

In this study, the researcher used narrative texts, Based on the Merdeka curriculum. Narrative texts are included in functional texts related to stories. This curriculum allows students to understand the meaning of the text even with simple legends. The purpose of studying narrative texts is that students are expected to be able to explain the function, structure, and linguistic characteristics of narrative texts orally and in writing about legends. Students will then be able to tell legendary stories orally or in writing, emphasizing the function, sentence structure, and linguistic features of narrative texts.

The school uses the Merdeka curriculum as a teaching and learning guide. In this curriculum, based on the competence stated in syllabus, students are expected to be able to communicate using English with teachers, peers, and others. And students are also expected to be able to tell the legend of one of the narrative stories and also give opinions about narrative stories using English.

Based on preliminary research at study State Islamic Senior High School Fadhilah Pekanbaru in last year, especially the tenth-grade students, they still had problems and difficulties in learning English especially in speaking. Their speaking skill was still low of the curriculum expectation. Based on observation and an interview with an English teacher at SMA IT Fadhilah Pekanbaru, the researcher found several problems faced by students. Some students have good speaking

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according to the speaking aspect, but some students are still not good at speaking, in the learning method, the teacher has given the best to the students, both in creativity and innovation of the teacher himself in explaining the learning material. Some students lack speaking skills, this can be seen in the following phenomena, some students are unable to speak according to grammatical rules, some students are unable to express their ideas clearly, some students are still shy to speak, some students are lack vocabulary.

In his book, Harmer (2014) is stated that in order for a person to develop good communication skills, good language skills are first needed. Language users must be able to communicate, and language users must have language skills. Therefore, those who want to be able to communicate well in English must first master the language well. Based on the phenomena mentioned above, the researcher is interested in conducting research entitled "An Analysis of The Student Speaking On Narrative Text at Tenth Grade of SMA IT Fadhilah Pekanbaru".

B. Research Problem

Based on the background of the problem, the researcher identified several problems in this research as follows:

1. Identification Problem

- a) Some students are unable to speak according to grammatical rules
- b) Some students are unable to express their ideas clearly
- c) Some students are still shy to speak
- d) Some students are lack vocabulary

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2. Limitation Problem

After identifying the problems state above, it is clear that there are many problems in this research. Thus, the researcher needs to focus the problem of this research on students' speaking skills of narrative text at tenth grade of SMA IT Fadhilah Pekanbaru.

3. Formulation of the problem

Based on the problems pictured in the background of the problem, the research formulates the formulation of the problem as follow: How is students' speaking skills on narrative text at tenth grade of SMA IT Fadhilah Pekanbaru?

C. Objective and significance of the research

1. Objective of the research

The objective of this research is to analyze the students' speaking skills on narrative text at tenth-grade students of SMA IT Fadhilah Pekanbaru.

2. Significance of the Research

The significant research as follows:

- a. Giving information about the students' speaking skills on narrative text at the tenth-grade students of SMA IT Fadhilah Pekanbaru.
- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English at tenth grade of SMA IT Fadhilah Pekanbaru to be consideration for their future learning process.
- c. The results of this study are expected to provide additional information for other researchers who want to conduct further research in related fields.

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D. Definition of the Terms

Related to the title of this research, there are many terms involved. Thus, each term needs to be defined with the aim of avoiding misunderstandings and misperceptions of the term. Its definition is as follows:

1. Speaking skill

According to Brown (2004), "Speaking is a productive skill that can be directly and empirically". Based on this understanding, we can conclude that speaking is a linguistic communication tool that people use and we can observe directly when people speak. Speaking is also an interactive process of meaning-making that involves the generation, reception, and processing of information from one person to another. When people want to say something, they first construct the meaning of what they want to say. They then communicate what they think to others through speech production using speech devices. In this research, Speaking skill on narrative text at tenth grade of Stated Islamic senior high school Fadhilah Pekanbaru.

2. Narrative text

A narrative text is a text that tells a series of logically and chronologically related events caused or experienced by certain factors. The purpose of a narrative text is to entertain, attract, and retain the reader's or listener's attention to the text. A narrative text usually contains features such as characters, main characters, setting, time, problems, solutions, and plot (story structure). According to Diana (2003), a narrative text usually has a description of the features and steps of rhetoric: storyline, characters, and setting. In this research, Narrative text as the instrument to analyze the students speaking skill.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

a) Definition of Speaking

According to Brown (2004) "Speaking is a productive skill that can be directly and empirically observed". Based on this understanding, we can conclude that speaking is a linguistic communication tool that people use and we can observe directly when people speak. Speaking is also an interactive process of meaning-making that involves the generation, reception, and processing of information from one person to another. When people want to say something, they first construct the meaning of what they want to say. They then communicate what they think to others through speech production using speech devices.

Speaking is an interactive process that involves making meaning through the production, receiving, and processing of information. In his view, speaking is not just about making a sound, but is also a complex process that allows individuals to convey thoughts, ideas, and emotions to others. (Brown, 2004). Speaking is an important skill of all four language skills, because individuals who learn a language can be considered speakers of that language. (Leong & Ahmadi, 2017). The communicative aspect of speaking is to state that speaking involves communicating using voice, both in formal and informal situations. The importance of speaking as a tool to interact and share ideas with others. (Finegan, 2007). Speaking is the skill

to speak fluently, which is assumed to require knowledge of language features as well as the ability to process information and language simultaneously.

According to Harmer (2007), The social dimension of speaking is to describe it as a channel of interaction and communication between individuals. Speaking allows people to discuss, share ideas, and gain an understanding of their surroundings. Thus, speaking is not only an individual skill, but also an important part of the social and cultural dynamics of society. Taken together, the researchers' views suggest that speaking is a complex process involving production, understanding, and interaction in a variety of communication contexts. From this point of view, speaking is not only a technical ability to produce sounds, but also an ability to communicate effectively in social and cultural interactions. (Raba, 2017).

Helping students speak English is a difficult task for English teachers. It takes quite a long time to practice and learn. Students who learn a foreign language often feel that their native language is very different from English, while the opportunity to learn English and use it in everyday life is limited in terms of time and place. Therefore, they need more practice to be able to speak English. Given the importance of speaking skills, the Indonesian government states that students should master this skill fully, not only the theory of speaking itself but also its practice.

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a) Speaking Skill

There are two terms with opposing definitions. Speaking refers to the skill to speak fluently, which requires not only knowledge of language features, but also the skill to process information and language "on the spot" (Harmer, 2001), and performance refers to the efficiency and effectiveness of purposeful action (Neely et al., 1995).

According to Brown (2001), there are six categories of oral production that students are expected to perform in the classroom. They are:

- 1) Imitative. A very small portion of classroom speaking time may legitimately be spent producing "human tape recorder" speech, in which learners, for example, practice an intonation contour or attempt to pinpoint a specific vowel sound. This type of imitation is done to focus on a specific element of language form rather than to engage in meaningful interaction.
- 2) Intensive. Intensive speaking is a step above imitative speaking in that it includes any speaking performance intended to practice some phonological or grammatical aspect of language. Intensive speaking can be initiated independently or as part of a pair work activity in which learners "go over" specific forms of language.
- 3) Responsive. In the classroom, much of the student speech is reactive. It consists of brief responses to questions or comments posed by the teacher or students. These responses are usually adequate and do not lead to dialogues. This type of speech can be meaningful and genuine.

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- 4) Transactional (dialogue). Transactional language is a more developed version of responsive language. It is carried out in order to convey or exchange specific information.
- 5) Interpersonal (dialogue). Interpersonal dialogue is conducted for the purpose of maintaining social relationships rather than transmitting facts and information.
- 6) Extensive (monologue). Students at the intermediate to advanced levels are required to deliver lengthy monologues in the form of oral reports, summaries, or short speeches. The register is more formal and deliberate here. These monologues can be planned or spontaneous.

According to Brown and Yule (1983) revealed in Pratiwi (2013) that speaking is classified into two genres based on its function:

- a. Transactional. The function of this genre is to provide information to others and can also be used to promote something.
- b. Interpersonal or interactional. The function of this genre is for interaction between two people to maintain their good relationship.

b) Speaking Component

There are five components of language that influence speaking ability such as, pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 2004).

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1) Grammar

Grammar systematically takes into account and predicts an ideal speaker's or listener's knowledge of the language. Moreover, grammar refers to the rules that allow us to combine words in our language into larger units (Greenbaum and Nelson in Rizqiningsih & Hadi, 2019). Grammar is also necessary for students to construct some sentences in both oral and written conversations, the purpose of which is to teach students how to construct sentences either oral or written in conversation correctly.

2) Vocabulary

In spoken language, vocabulary is familiar in everyday life. Vocabulary is critical to the successful use of language. This is because having a rich vocabulary allows you to use the learned structures and functions in understandable communication (Turk, 1985).

Vocabulary is the appropriate vocabulary used in communication. Lack of vocabulary and difficulty communicating effectively orally and in writing and making sentences to express ideas (Bawanti & Arifani, 2021).

3) Pronunciation

Pronunciation is a way for students to produce more accurate language when speaking. This means that although vocabulary and grammar are limited, with good pronunciation and intonation skills, students can communicate effectively.

Pronunciation is the way a speaker produces sounds or sounds when speaking.

This relates to phonological processes and refers to grammatical elements and principles that determine the variation of sounds and patterns in a language (Bawanti & Arifani, 2021). If speakers constantly mispronounce various phonemes, speakers of other languages will have difficulty understanding their meaning.

4) Fluency

Fluency can be interpreted as the skill to speak fluently and accurately. Speaking fluently is the dream of many people who learn languages. Signs of fluency include a relatively fast speaking speed and slight pauses such as "um" and "we". These signs indicate that the speaker does not need to spend a lot of time searching for the linguistic elements necessary to express his message (Brown, 2004).

5) Comprehension

Comprehension is the ability to understand. If a person wants to talk about a topic (any topic), he needs to know and understand everything about that topic. Comprehension refers to the fact that participants fully understand the nature of the research project, although the complicated procedure involves risks (Cohen et al., 2010).

In addition, comprehension is also an important part of speaking. Understanding is the power of training to understand how the mind works and aims to increase understanding in communicating something (Bawanti & Arifani, 2021).

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c) Difficulties in Speaking

Speaking problems are some problems that cause someone has lack of speaking ability, especially for students. Jisda (2014) in Maul yana (2021) stated that there were many problems in learning English. They are as follows: (1) some students were difficult to speak English very well and they could not produce some words in English. This was because they did not know how to say it, (2) students were afraid of being criticized by other students and the teacher, (3) they did not know how to use grammar effectively in speaking, (4) the students did not get any opportunity to train their speaking skill in the classroom. These problems are possibly be the obstacles for the students to encourage and improve their speaking ability.

Furthermore, Ur (1996) claimed that students have issues with speaking activities such as inhibition, low motivation, mother tongue use, and having nothing to say. These issues are mostly self-inflicted and obstruct students' ability to speak in speaking skills. According to Harmer (2007), there are two aspects of speaking that cause problems for students. Comprehensibility and fluency are two of these elements. He stated that those are the two main obstacles that must be addressed. A good speaking performance will not be invented unless those two elements are recognized and considered. On the other hand, this can lead to misunderstandings between the speaker and the listener due to someone who is unable to speak fluently and clearly.

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In additional, Brown (1994) stated that the following factors contribute to students' difficulty in speaking: clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Students face a variety of issues that contribute to their poor speaking ability. As a result, an effective technique that can improve students' ability to learn to speak is required.

2. Narrative Text

A narrative text is a text that tells a series of logically and chronologically related events caused or experienced by certain factors. The purpose of a narrative text is to entertain, attract, and retain the reader's or listener's attention to the text. A narrative text usually contains features such as characters, main characters, setting, time, problems, solutions, and plot (story structure). According to Diana (2003), a narrative text usually has a description of the features and steps of rhetoric: storyline, characters, and setting.

According to Kalayo and Fauzan Ansyari (2007), the general structure of the narrative text includes several stages. First, there is the Orientation section which is tasked with introducing the background of the story, the main characters, and the time and place where the story takes place. Then, the Complications stage brings up the conflicts or problems faced by the main characters, as well as how they try to solve them. After that, the Resolution describes how the problem was finally resolved, whether it was with good or bad results.

According to Anderson (1997) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Narrative text is one kind of the English texts that is taught in the second grade students of state senior high school, and it is the most difficult text for the students to comprehend. Because reading is not only read, but also, they should try to comprehend it, so it is not an easy thing for students to comprehend the English text in narrative.

a) Types of Narrative text

There are lots of different kinds of narrative texts, such as:

1. Fictional narrative

A fictional narrative is a story that is not based on real events or real people.

It can be a novel, short story, fable, or fairy tale.

2. Autobiography

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

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3. Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

4. Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

b) Purpose of Narrative text

The purpose of narrative text is to entertain the reader with a story that deals with complication of problematical events which lead to a crisis and in turn finds a resolution (Sudarwati & Grace, 2006).

c) Generic Structure of Narrative Text

There are three generic structures of narrative text according to Sudarwati & Grace (2006):

1. Orientation

In orientation, it tells about who were involved in the story and also when and where the story happened.

2. Complication

In complication, its problems begin followed by others problem.

Resolution In resolution, it usually provides students about the solution of that problem.

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3. Re-orientation

Actually, this structure is not mandatory in narrative text. However, generally the sentences in this paragraph will tell the final condition of the character in the story, or can also contain lessons and moral messages that readers can take away and implement in real life.

Differences narrative text and recount text: in narrative text, usually a fairy tale or legend, there is also conflict in the story. Meanwhile, recount text only tells a sequence of events that happened in the past, which happened in detail. Usually there is no conflict in the text.

d) Language features of narrative text

Here are some of language features of narrative text according to Sudarwati & Grace (2006):

1. The use of nouns: travelers, bundles, tree, road, etc.
2. The use of pronouns: they, their, its, it, etc.
3. The use of time connectives and conjunctions: one day, a week, later, then, a long, long time ago, when, etc.
4. The use of adverbs and adverbial phrases: angrily, in horror, etc.
5. The use of material processes (action verbs): arrived, ate, went, laughed, etc.
6. The use of verbal processes (saying verbs): asked.
7. The use of simple past tense

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B. Relevant Research

The relevant research consists of several previous investigations that investigate the same issues as this study. These studies offer a lot of information, including the construction of literature reviews, methodological research, and research results. Researchers were able to carry out their studies more effectively with the help of the information provided, which focused on how students' speaking skills in learning English by narrative text.

First, Fikri, A (2014) This study aims to determine how the use of narrative text can improve the speaking skill of senior high school students. The research method used was an experiment with two groups, namely the control group and the experimental group. The control group did not receive the influence of narrative text, while the experimental group received the influence of narrative text in the form of picture cards used to tell narrative stories. The results showed that the experimental group had better speaking skills compared to the control group. The improvement of students' speaking skill was measured through speaking skill tests conducted before and after the influence of narrative text. The test results showed that students who received the influence of narrative text had a significant improvement in speaking skills compared to students who did not receive the influence of narrative text.

Second, Maharani (2020) with the title "An Analysis Of Students' Speaking Skill At SMPN 21 Pekanbaru" This study was conducted to analyze the English language skills of SMPN 21 Pekanbaru students, focusing on speaking skills. This

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study used qualitative and quantitative research design to collect data and analyze the results. The results showed that SMPN 21 Pekanbaru students had difficulty in speaking, especially in terms of vocabulary use, pronunciation, and speaking courage. The study also found that internal factors, such as motivation and courage, as well as external factors, such as the classroom environment and teachers, affected students' speaking skills. In the synthesis, this study showed that SMPN 21 Pekanbaru students had difficulty in speaking, and internal and external factors affected their speaking ability. The results of this study can be used as reference material to improve students' speaking skills and develop effective strategies to overcome speaking difficulties.

Third, Khaerunisa, F (2019) This study aims to determine how storytelling influences the speaking ability of first grade students' at MA Darul Mahmudien NW Montong Gamang in the 2019/2020 academic year. The research method used was an experiment with two groups, namely the control group and the experimental group. The control group did not receive the influence of storytelling, while the experimental group received the influence of storytelling through discussion and presentation activities. The results showed that the experimental group had better speaking skills compared to the control group. The improvement of students' speaking ability was measured through speaking ability tests conducted before and after the influence of storytelling. The test results showed that students who received the influence of storytelling had a significant improvement in speaking skills compared to students who did not receive the influence of storytelling.

Fourth, Fantika, S (2016) This study aims to find out how the use of images can improve the speaking ability of senior high school students in telling narrative stories. The research method used was an experiment with two groups, namely the control group and the experimental group. The control group did not receive the influence of images, while the experimental group received the influence of images in the form of picture cards used to tell narrative stories. The results showed that the experimental group had better speaking skills compared to the control group. The improvement of students' speaking ability was measured through speaking ability tests conducted before and after the influence of the image. The test results showed that students who received the influence of the image had a significant improvement in speaking ability compared to students who did not receive the influence of the image.

Based on the relevant research mentioned, there are several similarities and differences, as we know that of the four studies three of them are experimental research which uses two variables X and Y and the rest are mixed methods. Likewise, the difference is regarding location, time, population and study sample. The similarity of some of the studies mentioned is in this study we discuss how students speak, good or not, fluent or not, how grammar, how to understand, and so on.

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C. Operational Concept

The operational concept serves as a tool to clarify the theoretical framework and avoid misunderstanding in this research. According to Syafi'i (2019), "Operational concepts come from theoretical concepts relating to all variables that must be operated practically and empirically in academic research paper writing. " In this study, the researcher will specifically examine An analysis of the student's speaking skills in learning English by narrative text.

There are several speaking skill indicators, According to Brown (2004) there are Five component speaking as follow:

- a) Students' are able to practice good grammar.
- b) Students' are able to practice good fluency.
- c) Students' are able to practice good vocabulary.
- d) Students' are able to practice good comprehension.
- e) Students' are able to practice good pronunciation.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2008), quantitative research was a type of educational research in which researchers determine what to research, ask specific and narrow questions, collect numerical data from participants, analyze the numbers using statistics, and organize the investigation impartially and objectively. It can be concluded that descriptive quantitative research was research in which researchers use data in the form of numbers to analyze data. This research focuses on collecting numerical data and generalizing them among groups of people or to explain certain phenomena.

This research was descriptive quantitative research. This research was a descriptive study that has only one variable. In this study, the variable was the students' speaking skills of narrative text. According to Syafi'i (2019) states that descriptive research describes and interprets existing conditions or relationships, opinions held, ongoing processes, visible effects, or developing trends. In this case, the researcher wanted to explain how the students' speaking skills of narrative from tenth grade at SMA IT Fadhilah Pekanbaru.

B. Time And Location of The Research

The researcher conducted the research at SMAIT Fadhillah Pekanbaru which is located in Muhajirin street, Tampan district, Pekanbaru, Riau. This research was started from Juni-July 2024.

C. Subject and Object of Research

The subjects of this research were the tenth-grade students of SMA IT Fadhilah Pekanbaru, and the object of this research was the students' speaking skill on narrative text.

D. Population and Sample

1. Research Population

A population is a group of individuals who have similar characteristics Creswell (2012). This means that the population of this research was the tenth-grade students of SMA IT Fadhilah Pekanbaru. The total of students at tenth-grade SMA IT Fadhilah Pekanbaru were 53 students from 3 kelas, that was X Bilingual class, X Multimedia Class, X Tahfidz class. It can be seen based on table below:

Table III.1
The Population of the Research

No.	Class	Population
1.	X Multimedia	28 students
2.	X Tahfizh	25 students
	Total	53 students

2. Sample

In this study, a total sampling technique was used. The sample is part of the number and characteristics that the population has. If the population is large, then it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, researchers can use samples taken from that population. The sample used in this study is using the total sampling technique. Total sampling is the sampling technique as a whole. The reason for

taking the total sampling is because according to Sugiyono (2011) the number of population is less than 100, then the entire population will be used as a research sample. So in this study, 53 students were sampled. It can be seen in the following table.

Table III.2
Sample of the Research

No.	Class	Population	Sample
1.	X Multimedia	28 students	28 students'
2.	X Tahfizh	25 students	25 students'
	Total	53 Students	53 Students

E. Techniques of Collecting Data

Data collection techniques are necessary for research success. This concerns how to collect data, who the source is, and what instruments will be used. Data collection technique means the way that researchers gather relevant information.

1) Test

According to Brown (2001, p.385), a test is a method of measuring a person's skill, knowledge, or performance in a given domain. In this study, the researcher used an oral test to know the students' speaking skills in retelling the stories of narrative text. In the oral test, the students were given the time of at least 1-5 to make the video and comprehend the story. The researcher gave the title of narrative text "The Legend of Tangkuban Perahu Mountain and The legend of Malin Kundang".

The researcher scored the speaking skills by speaking test, and there were five criteria to be evaluated, according to Brown (2004), speaking test must consist of

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five component skills, namely: grammar, vocabulary, pronunciation, fluency, and comprehension.

F. Technique Analysis Data

The researcher focuses on the items in Brown's aspects of speaking to analyze the students' speaking test, there are five elements consist of grammar, pronunciation, fluency, vocabulary, and comprehension. The elements level of speaking adopted from (Brown, 2004) as show below:

Table III.3
Elements Score of Speaking

Aspects	Proficiency Description	Achievement
Pronunciation	Equivalent to and fully accepted by educated native speakers	5
	Errors in pronunciation are quite rare	4
	Errors never interface with understanding and rarely disturb the native speaker. Accent may be abviously foreign	3
	Accent is intelligible though often quite faulty	2
	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
Grammar	Equivalent to that of an educated native speaker.	5
	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	4
	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	3
	Can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar	2
	Errors in grammar are frequent but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language	1
	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms. Colloquialism, and pertinent cultural references	5

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Vocabulary	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	4
	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has grope for a word.	3
	Has speaking vocabulary sufficient to express him self simply with some curriculum locutions.	2
	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	5
	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within range of this experience with a high degree of fluency	4
	Can discuss particular interest of competence with reasonable easy. Rarely has grope for words.	3
	Can handle with confidence but nit with facility most social situation, including introductions and casual conversation about currentt events, as well as work, family, and autobiographical information.	2
	No specific fluency description, refer to other four language areas for implied level of fluency.	1
Comprehension	Equivalent to that of an educated native speaker.	5
	Can understand any conversation within the range of his experience	4
	Comprehension is quite complete at a normal rate of speech	3
	Can get the gist of most conversations of non-technical subjects.	2
	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition or paraphrase	1

Adopted from (Brown, 2004)

Each element has a level with 20 as the highest score. Because there are four scores in every level, the total of all elements is 100. The specification of the test is as follows:

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Table III.4
Specification of the Test

No	Speaking Skill	The Highest Score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Futhermore, the researcher apply the classification of the students' score from Arikunto (2009), it can be seen below:

Table III.5
The Classification of Students' Score

No	The Score Level	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

This research was descriptive study, so that the data analysed descriptively. The researcher analysed the speaking ability in learning english using narrative based on the formula as follows:

$$N = \frac{R1 * R2}{2}$$

Where:

N = Individual score

R1= Rater 1

R2 = Rater 2

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted in purpose to analyze the students' speaking skill on narrative text. Referring to the data analysis and data presentation in chapter IV, finally the researcher concluded that the answers of the formulation of the problem are as follows: The score students' speaking speaking skill on narrative text was 3750 and the mean score as 70.75 got Good category.

B. Suggestion

Considering the result of students' speaking skill of narrative text, the researcher would like to give some suggestion as follows:

1. Suggestion for the teacher
 - a. The English teacher should be able to implement the narrative text more often than usual in order to develop students' speaking skills.
 - b. The English teacher should be able to guide the students for using English during the learning process in order to habituate the students with English language.
2. Suggestion for the students
 - a. The students need to be active to use English in or out-side the classroom.
 - b. The students should practice to speak English more.

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3. Suggestion for other researcher
 - a. This research expected can be used as an additional reference for further research conducted in the future.
 - b. The other researcher should do the research further to find out the weakness which still happened.



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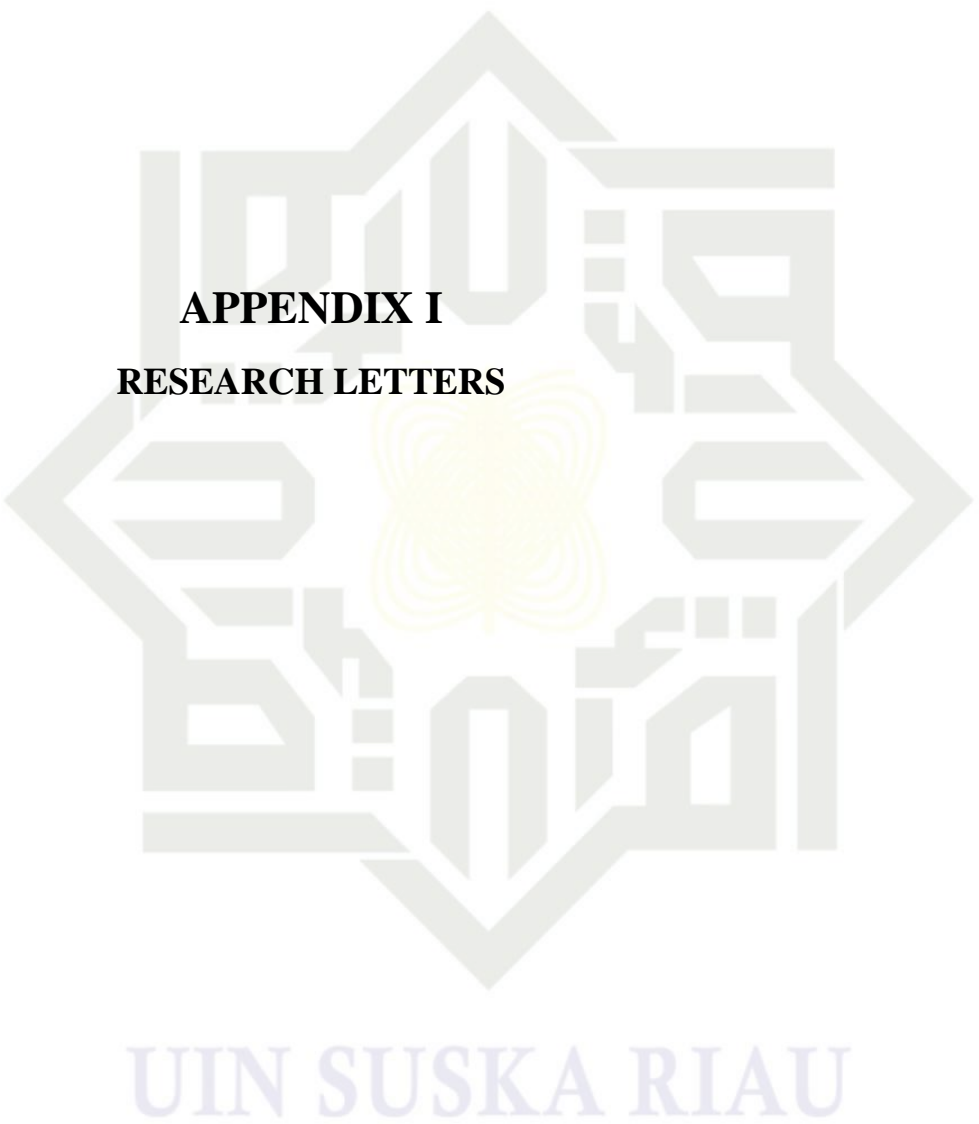
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APPENDIX I

RESEARCH LETTERS

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Yth. Kepala Sekolah
SMA IT Fadhillah Pekanbaru
di
Tempat

Assalamu 'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Agung Prasetya
NIM : 12010415662
Semester/Tahun : VIII (Delapan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan


Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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**YAYASAN DAREL FADHILAH RIAU**
SMA IT FADHILAH PEKANBARU
AKREDITASI : A / UNGGUL
Alamat : Jl. Muhajirin, Kel. Sidomulyo Barat, Kec. Tuah Madhani, Kota Pekanbaru Prov. Riau Kode Pos : 28294
Wa : 085265494136 IG : @smait_fadhilah_pku FB : SMA Islam Terpadu Fadhilah Pekanbaru
Email : smaitfadhilahpku@gmail.com Website: <https://smaitfadhilahpku.sch.id>

SURAT KETERANGAN
035/422/SMA.IT.F/VII/2024

Yang bertandatangan di bawah ini adalah kepala SMA IT Fadhilah Pekanbaru menerangkan bahwa:

Nama	: AGUNG PRASETYA
NIM	: 12010415662
Semester/tahun	: VIII(Delapan)/2024
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Jenjang	: S1
Lokasi penelitian	: SMA IT Fadhilah Pekanbaru
Judul penelitian.	: An Analysis of Students' Speaking Skill of Narrative Text At Tenth Grade SMAIT FADHILAH PEKANBARU


Yang bersangkutan telah selesai melaksanakan penelitian di SMA IT Fadhilah Pekanbaru.
Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Pekanbaru, 04 Juli 2024
Kepala SMA IT Fadhilah

MADIA SAPUTRA, M.Pd




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FACULTY OF EDUCATION AND TEACHER TRAINING
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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-11777/Un.04/F.II/PP.00.9/07/2024 Pekanbaru, 04 Juli 2024 M
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

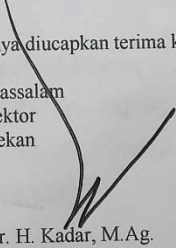
Nama	: Agung Prasetya
NIM	: 12010415662
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis Of Students' Speaking Skill Of Narrative Text At Tenth Grade OF SMA IT Fadhillah Pekanbaru
 Lokasi Penelitian : SMA IT Fadhillah Pekanbaru
 Waktu Penelitian : 3 Bulan (04 Juli 2024 s.d 04 Oktober 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Rektor
 Dekan


 Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Tembusan :
 Rektor UIN Suska Riau

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/67386
T E N T A N G



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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-11777/Un.04/F.II/PP.00.9/07/2024 Tanggal 4 Juli 2024**, dengan ini memberikan rekomendasi kepada:

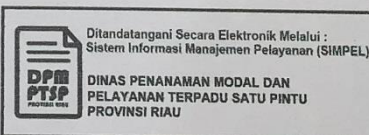
- | | |
|----------------------|--|
| 1. Nama | : AGUNG PRASETYA |
| 2. NIM / KTP | : 120104156620 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : AN ANALYSIS OF STUDENTS'SPEAKING SKILL OF NARRATIVE TEXT AT TENTH GRADE OF SMA IT FADHILAH PEKANBARU |
| 7. Lokasi Penelitian | : SMA IT FADHILAH PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 8 Juli 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. (0761) 22552 / 21553
PEKANBARU

Pekanbaru, 10 JUL 2024

Nomor : 800/Disdik/1.3/2024/ 10867
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Yth. Kepala SMA IT FADHILAH Pekanbaru

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/67386 Tanggal 8 Juli 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **AGUNG PRASETYA**
NIM/KTP : 120104156620
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **AN ANALYSIS OF STUDENTS'SPEAKING SKILL OF NARRATIVE TEXT AT TENTH GRADE OF SMA IT FADHILAH PEKANBARU**
Lokasi Penelitian : **SMA IT FADHILAH PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

a.n.KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS,




EDI RUSMA DINATA, S.Pd,M.Pd
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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**YAYASAN DAREL FADHILAH RIAU**
SMA IT FADHILAH PEKANBARU
AKREDITASI : A / UNGGUL
Alamat : Jl. Muhajirin, Kel. Sidomulyo Barat, Kec. Tuah Madhani, Kota Pekanbaru Prov. Riau Kode Pos : 28294
Wa : 085265494136 IG : @smaif_fadhilah_pku FB : SMA Islam Terpadu Fadhilah Pekanbaru
Email : smaifadhilahpku@gmail.com Website: https://smaifadhilahpku.sch.id


SURAT KETERANGAN
035/422/SMA.IT.F/VII/2024

Yang bertandatangan di bawah ini adalah kepala SMA IT Fadhilah Pekanbaru menerangkan bahwa:

Nama	: Agung Prasetya
NIM	: 12010415662
Semester/tahun	: VIII (Delapan) / 2024
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Jenjang	: S1
Lokasi penelitian	: SMA IT Fadhilah Pekanbaru
Judul penelitian	: An Analysis of Students' Speaking Skill of Narrative Text at Tenth Grade of SMA IT Fadhilah Pekanbaru

Yang bersangkutan telah selesai melaksanakan penelitian di SMA IT Fadhilah Pekanbaru. Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Pekanbaru, 10 Juli 2024
Kepala SMA IT Fadhilah

MAIDIA SAPUTRA, M.Pd
NIP.





APPENDIX II

THESIS GUIDANCE LETTERS

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State Islamic University of Sultan Syarif Kasim Riau


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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fak. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6813/2023 Pekanbaru, 29 Maret 2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

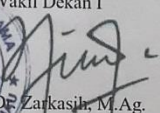
Kepada
Yth. Roswati, S.Pd.I., M.Pd.


Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : AGUNG PRASETYA
NIM : 12010415662
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness of communicative language teaching (CLT) Approach in Reducing Speaking anxiety among students EFL Learner in Pekanbaru: A Qualitative study
Waktu : 6 Bulan dihitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017199703 1 004



Tembusan :
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Fax. (0761) 561647 Web:www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/11703/2024 Pekanbaru,03 Juli 2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Roswati, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : AGUNG PRASETYA
NIM : 12010415662
Jurusan : Pendidikan Bahasa Inggris
Judul : An Analysis of Students' Speaking skill of Narrative text at Tenth Grade Of SMA IT FADHILLAH PEKANBARU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
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
KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Roswati M.Pd
3. Nama Mahasiswa : Arqum Prasetya
4. Nomor Induk Mahasiswa : 12010415662
5. Kegiatan : Bimbingan Prasa

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	03-05-2024	Bab I Background	dl	
2.	08-05-2024	Bab II literatur review.	dl	
3.	17-05-2024	Bab III Research method	dl	
4.	20-05-2024	margin, Grammar. Keampun.	dl	
5.	21-05-2024	Acc	dl	

Pekanbaru, 21/5/2024
 Pembimbing,


 Roswati, M.Pd.
 NIP.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Roswati S.Pd, M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 197601222007102001
3. Nama Mahasiswa : Agung Prasetya
4. Nomor Induk Mahasiswa : 12010415662
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	14 June 2024	Bimbingan bab IV	st	
2.	24 Juni 2024	Bimbingan bab IV	st	
3.	1 Juli 2024	Bimbingan bab IV & V	st	
4.	3 Juli 2024	bimbingan bab IV & V	st	
5.	4. Juli 2024	Bimbingan bab IV & V	st	
6.	5. Juli 2024.	ACC	st	

Pekanbaru, 05 Juli 2024
 Pembimbing,




Roswati S.Pd, M.Pd

NIP. 197601222007102001

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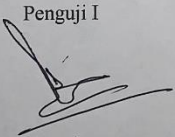
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 كلية التربية والتعاليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Agung Prasetya
 Nomor Induk Mahasiswa : 12010415662
 Hari/ Tanggal : 11/06/2024
 Judul Proposal Penelitian : An Analysis Of Students' speaking Skill Of Narrative text at tenth grade Of SMA I.T. Fadhlah Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise your quotation → cara mengutip
2.	Revise the title
3.	Harus Ada kesenjangan / gap research
4.	→ Gap dari penelitian sebelumnya
5.	formulasi masalah sesuaikan
6.	Operational concept diperjelas
7.	Cek cara mendasar metode research
8.	Technique sampling diperbaiki
9.	Data Collection technique revise
10.	No Hypothesis.

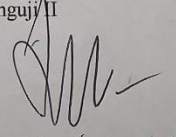
Penguji I



Dr. Buchsri, S.Pd, M.Pd.

Pekanbaru, 11/06/2024

Penguji II



HARUM NATASIA, Mpd.

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Agung Prasetya
 Nomor Induk Mahasiswa : 12010415662
 Hari/Tanggal Ujian : Selasa/11 Juni 2024
 Judul Proposal Ujian : An Analysis Of Students' Speaking Skill Of Narrative Text
 At Tenth grade Of SMAIT Fadhilah Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Bukhori, S.Pd.I., M.P.d	PENGUJI I		
2.	Harum Natasha, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

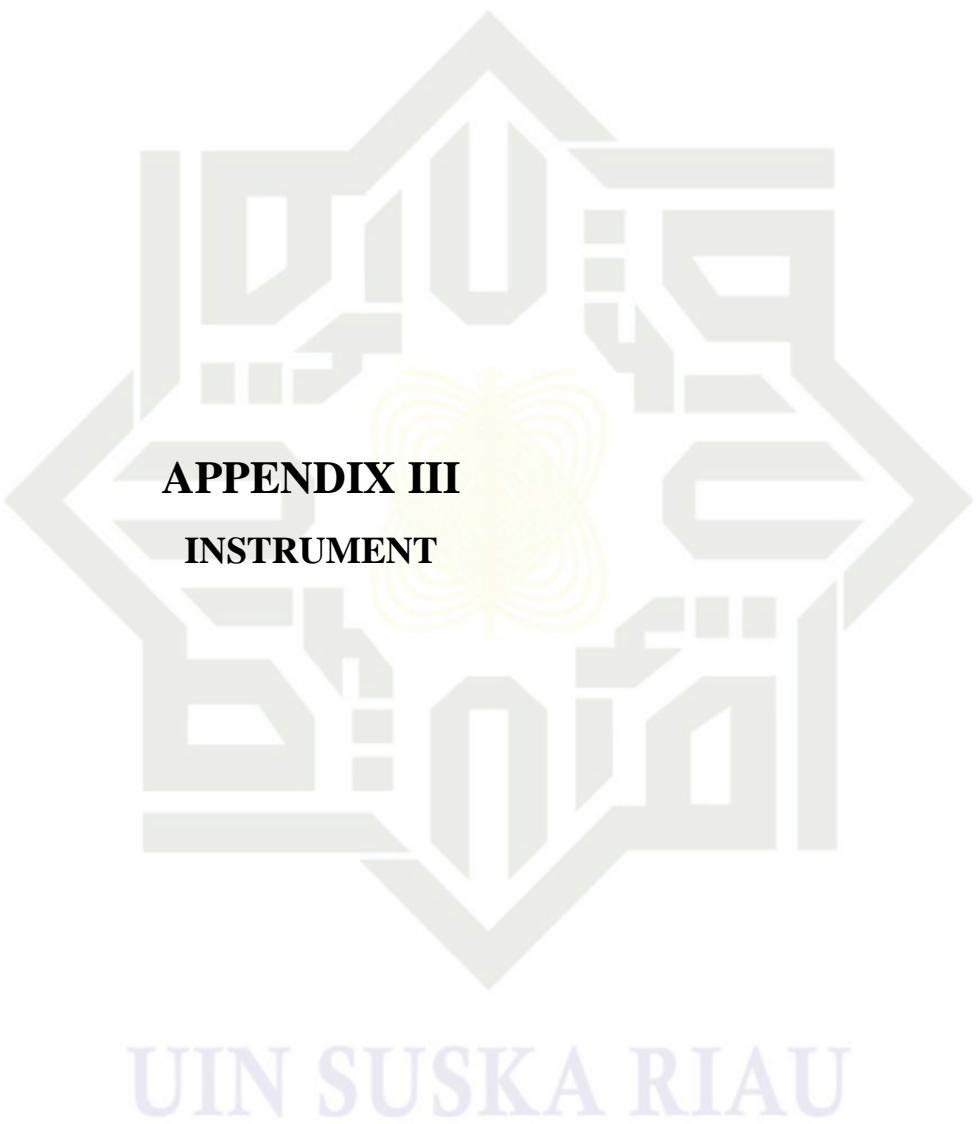


Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 20 Juni 2024
 Peserta Ujian Proposal



Agung Prasetya
 NIM. 12010415662



APPENDIX III INSTRUMENT

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UIN SUSKA RIAU



INSTRUMENT

The Legend of Malin Kundang

One day, a big ship moored to the beach near Malin's village. People from the big ship asked peoples to join and work in their ship because they would go to the cross island. Malin Kundang was interesting, he wanted to join with the big ship because he wanted to improve life quality of his family. But, The mother worried to Malin, so Malin didn't get the permission from mother. Then, Malin still kept his arguments up until his mother said yes. Finally, he joined and sailed with big ship.

After five years later, Malin Kundang became rich Merchant because he success on the Inter- Island trading. After that, he married with beautiful daughter from another rich merchant. Then, he came back to his village with his beautiful wife. His wife didn't know Malin's real family and descent. Hearing this good news, Malin's mother ran quickly approached Malin with happiness. She brought a plate of Bika cake because Malin very loved it. But, what she get, Malin acted never know who she is. Malin didn't recognize that old woman as his poor mother, and then he kicked the Bika cake which brought by Malin's mother until broke in pieces.

The mother was very broken heart because Malin seditious with she, the woman who had growth and born him to the world. Then, his mother said that if he was not her malin, he would go with happiness. But, if he was truly her Malin, she cursed Malin to be a stone.

Suddenly, the big ship of Malin Kundang was vacillated by a Big rain and storm. It made all of his crew in the big ship tossed aside out. Malin realized that was his mistake that seditious his mother. Thunder came to his big ship and the ship broke in many pieces. Several pieces come to the malin's village. Finally, her mother found Malin Kundang bowed down and he became a stone.

The Legend of Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumangs, his own dog. So, She was very angry and hit Sangkuriangs head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

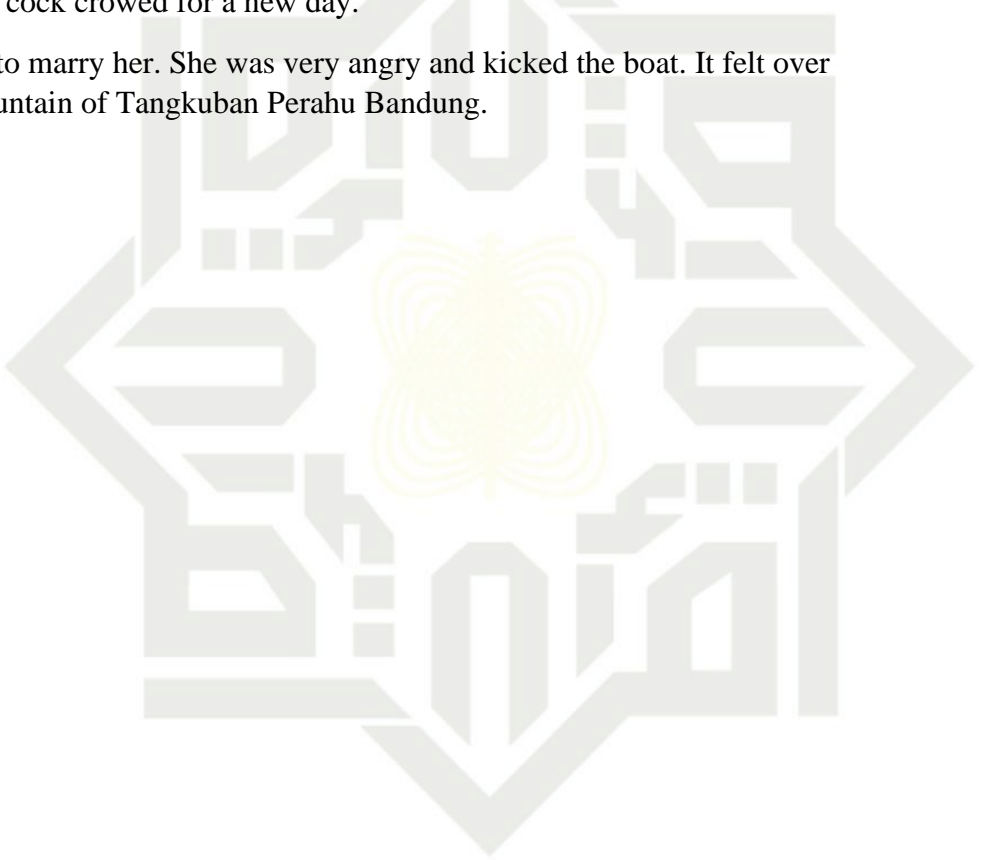
Years ago by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriangs head. It matched to her sons wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldnt marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

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APPENDIX IV
SCORE SPEAKING SKILL RATER 1 AND RATER 2

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Assesment of Speaking Skill

Students	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score
	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	
Student 1	4	x 20	3	x 20	4	x 20	4	x 20	4	x 20	76
Student 2	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 3	4	x 20	3	x 20	4	x 20	4	x 20	4	x 20	76
Student 4	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 5	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 6	4	x 20	3	x 20	4	x 20	3	x 20	3	x 20	68
Student 7	3	x 20	2	x 20	3	x 20	3	x 20	3	x 20	56
Student 8	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 9	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 10	4	x 20	3	x 20	4	x 20	3	x 20	3	x 20	68
Student 11	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 12	4	x 20	3	x 20	4	x 20	4	x 20	4	x 20	76
Student 13	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 14	3	x 20	2	x 20	3	x 20	2	x 20	3	x 20	52
Student 15	4	x 20	2	x 20	3	x 20	3	x 20	4	x 20	64
Student 16	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 17	3	x 20	3	x 20	3	x 20	3	x 20	3	x 20	60
Student 18	3	x 20	2	x 20	3	x 20	2	x 20	3	x 20	52
Student 19	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 20	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 21	4	x 20	3	x 20	3	x 20	3	x 20	4	x 20	68
Student 22	3	x 20	3	x 20	3	x 20	3	x 20	3	x 20	60
Student 23	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 24	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 25	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 26	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 27	4	x 20	4	x 20	4	x 20	3	x 20	4	x 20	76
Student 28	4	x 20	4	x 20	4	x 20	4	x 20	4	x 20	80
Student 29	4	x 20	4	x 20	4	x 20	3	x 20	4	x 20	76
Student 30	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 31	4	x 20	4	x 20	4	x 20	3	x 20	4	x 20	76
Student 32	4	x 20	2	x 20	4	x 20	3	x 20	4	x 20	68
Student 33	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 34	4	x 20	4	x 20	4	x 20	4	x 20	4	x 20	80
Student 35	3	x 20	3	x 20	3	x 20	3	x 20	3	x 20	60
Student 36	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 37	3	x 20	2	x 20	3	x 20	2	x 20	3	x 20	52
Student 38	4	x 20	2	x 20	3	x 20	2	x 20	4	x 20	60
Student 39	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 40	4	x 20	4	x 20	4	x 20	4	x 20	4	x 20	80
Student 41	5	x 20	4	x 20	4	x 20	4	x 20	4	x 20	84
Student 42	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 43	4	x 20	2	x 20	4	x 20	3	x 20	4	x 20	68
Student 44	5	x 20	4	x 20	4	x 20	4	x 20	4	x 20	84
Student 45	4	x 20	4	x 20	4	x 20	3	x 20	4	x 20	76
Student 46	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84

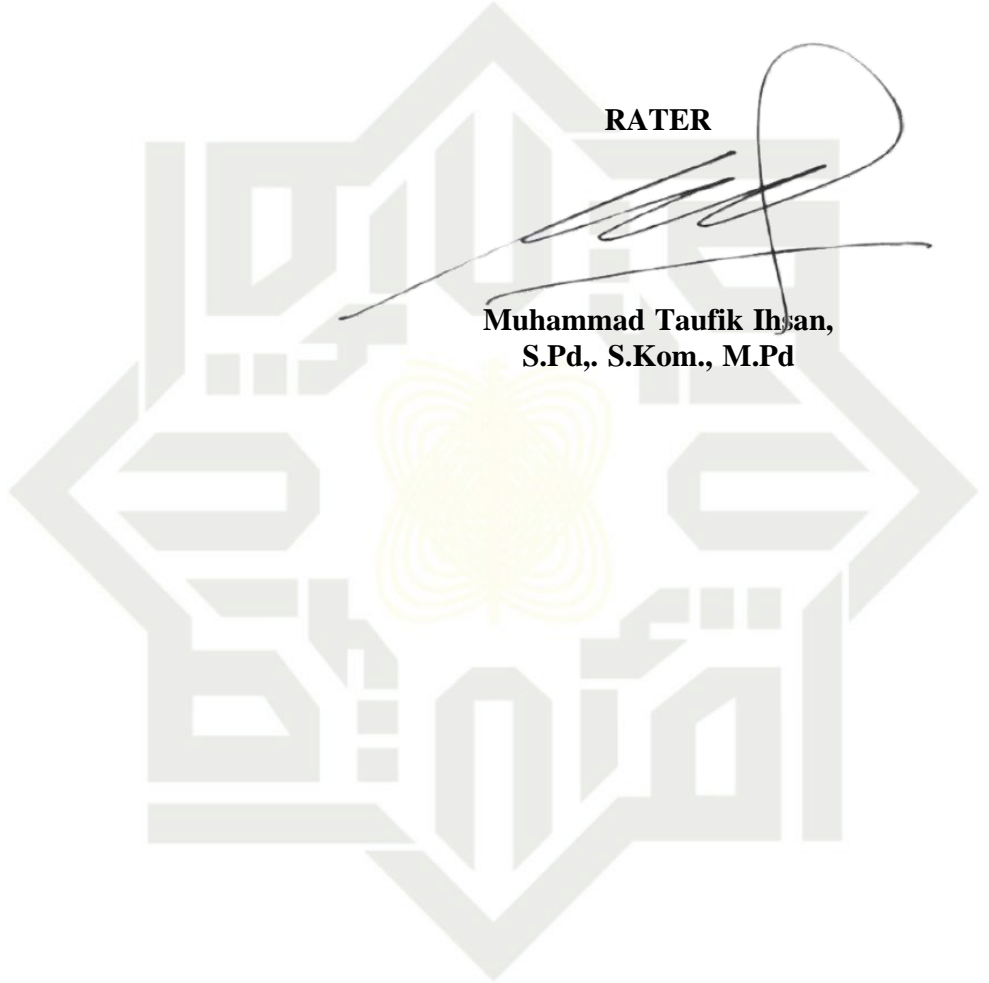
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Student 47	4	x 20	2	x 20	4	x 20	3	x 20	4	x 20	68
Student 48	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 49	4	x 20	4	x 20	4	x 20	4	x 20	4	x 20	80
Student 50	4	x 20	3	x 20	4	x 20	4	x 20	4	x 20	76
Student 51	4	x 20	4	x 20	5	x 20	4	x 20	4	x 20	84
Student 52	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72
Student 53	4	x 20	3	x 20	4	x 20	3	x 20	4	x 20	72

RATER

**Muhammad Taufik Ihsan,
S.Pd., S.Kom., M.Pd**



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1. Diarang n

a. Penguti

b. Penguti

2. Diarang n

SPEAKING PERFORMANCE SCORE

No	Student	LANGUAGE COMPONENTS																				RAW SCORE	CONVERTED SCORE						
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY							COMPREHENSION					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5	
1	Student-1			4				3						4													19	76	
2	Student-2			3				3						4							3				3		16	64	
3	Student-3				4				4					4										4		20	80		
4	Student-4				4				4					4										3		19	76		
5	Student-5				4				4					4							3			3		18	72		
6	Student-6			3					4					4							3			3		17	68		
7	Student-7			3					4					4							3			3		17	68		
8	Student-8				4				4					4									4		3		19	76	
9	Student-9			3					4					4							3			3		17	68		
10	Student-10			3					4					4							3			3		17	68		
11	Student-11			3					4					4							3			3		17	68		
12	Student-12			3					4					4							3			3		17	68		
13	Student-13			3				3						4							3			3		16	64		
14	Student-14				4				4					4									4		4		20	80	
15	Student-15		2						4					4							3			3		16	64		
16	Student-16				4				4					4									4		3		19	76	
17	Student-17				4				4					4							3			3		18	72		
18	Student-18			3					4					4							3			3		17	68		
19	Student-19				4				4					4									4		3		19	76	
20	Student-20				4				4					4							3			3		18	72		
21	Student-21			3					4					4							3			3		17	68		
22	Student-22			3					4					4							3			3		17	68		
23	Student-23			3				3						4							3			3		16	64		
24	Student-24			3					4					4							3			3		17	68		
25	Student-25			3					4					4							3			3		17	68		
26	Student-26			3					4					4							3			3		17	68		
27	Student-27			3					4					4							3			3		17	68		
28	Student-28				4				4					4							3			3		18	72		
29	Student-29			3					4					4							3			3		17	68		
30	Student-30		2						4				3								3			3		15	60		
31	Student-31				4				4					4									4		4		20	80	
32	Student-32			3				3						4							3			3		16	64		
33	Student-33				4				4					4							3			3		4		19	76
34	Student-34			3					4					4							3			3		17	68		
35	Student-35			3					4					4							3			3		17	68		
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37	Student-37		2						4				3								3			3		15	60		
38	Student-38			3					4					4							3			3		17	68		
39	Student-39			3				3						4							3			3		16	64		
40	Student-40				4				4					4							3			3		18	72		
41	Student-41				4				4					4									4		4		19	76	
42	Student-42				4				4					4							3			3		18	72		
43	Student-43			3					4					4							3			3		17	68		
44	Student-44			3					4					3							3			3		16	64		
45	Student-45			3					4					3							3			3		16	64		
46	Student-46			3					4					4							3			3		17	68		
47	Student-47			3					4					3									3		3		16	64	
48	Student-48				4				4					4									3		3		18	72	

a. Pentingnya penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

atau seluruh karya tulis ini tanpa memantapkan dan menyebutkan sumber.

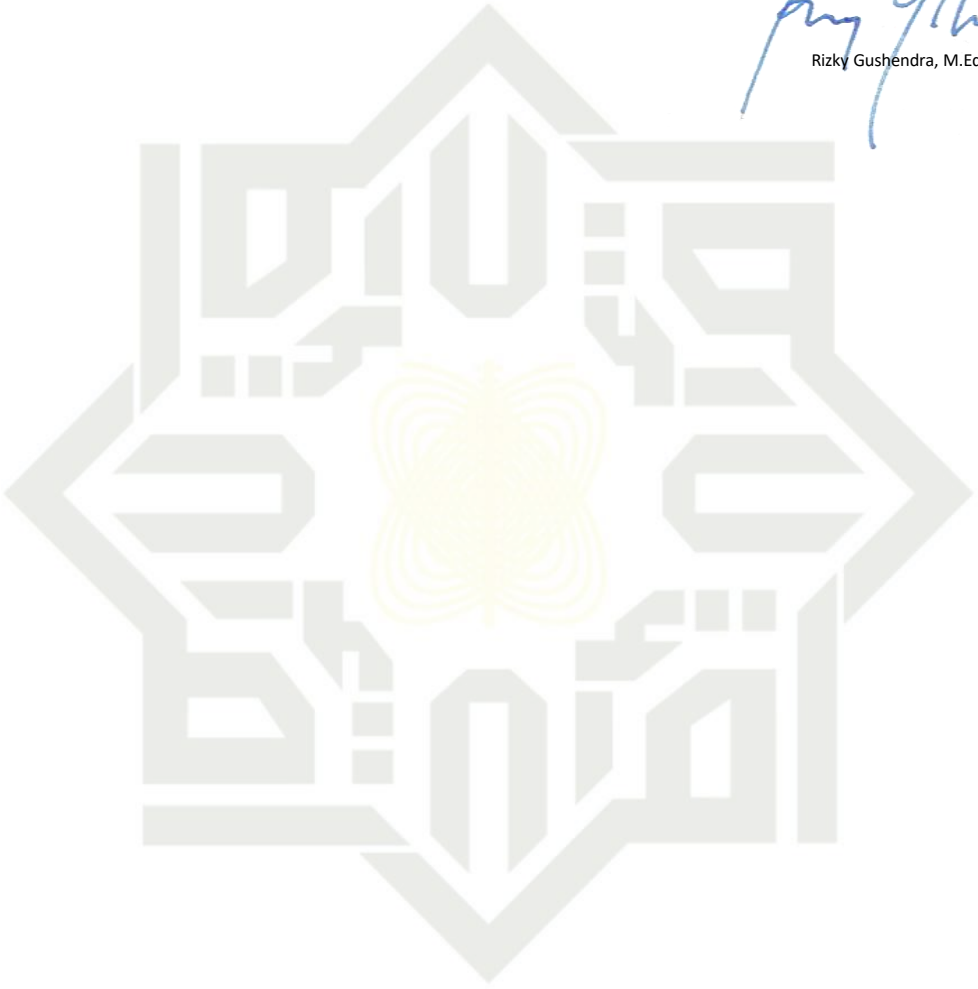
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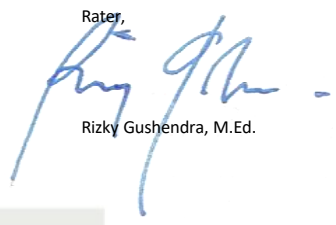
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Student-49	3				4				3					3				16	64	
Student-50	3				4				3				2					3	15	60
Student-51	3				4				4					3				3	17	68
Student-52	3				4				4					3				3	17	68
Student-53	3				4				4					3				3	17	68



UIN SUSKA RIAU

Rater,

 Rizky Gushendra, M.Ed.



APPENDIX V DOCUMENTATION

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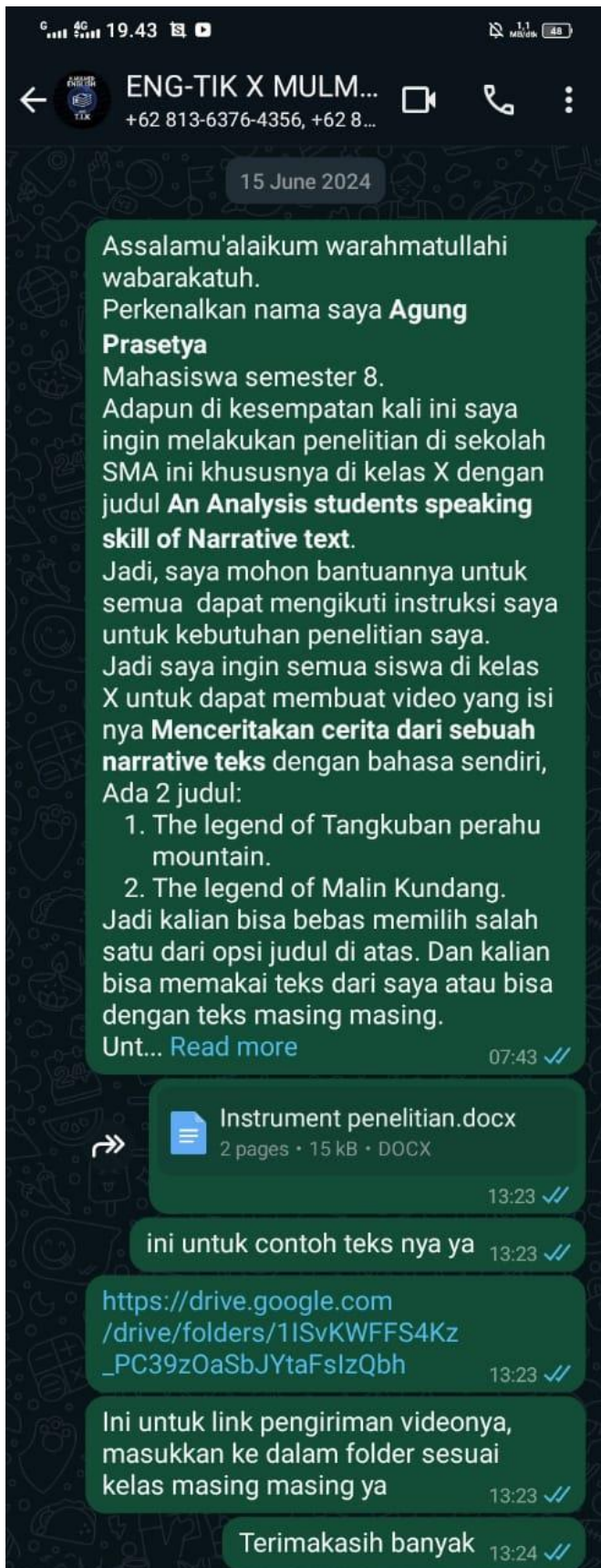
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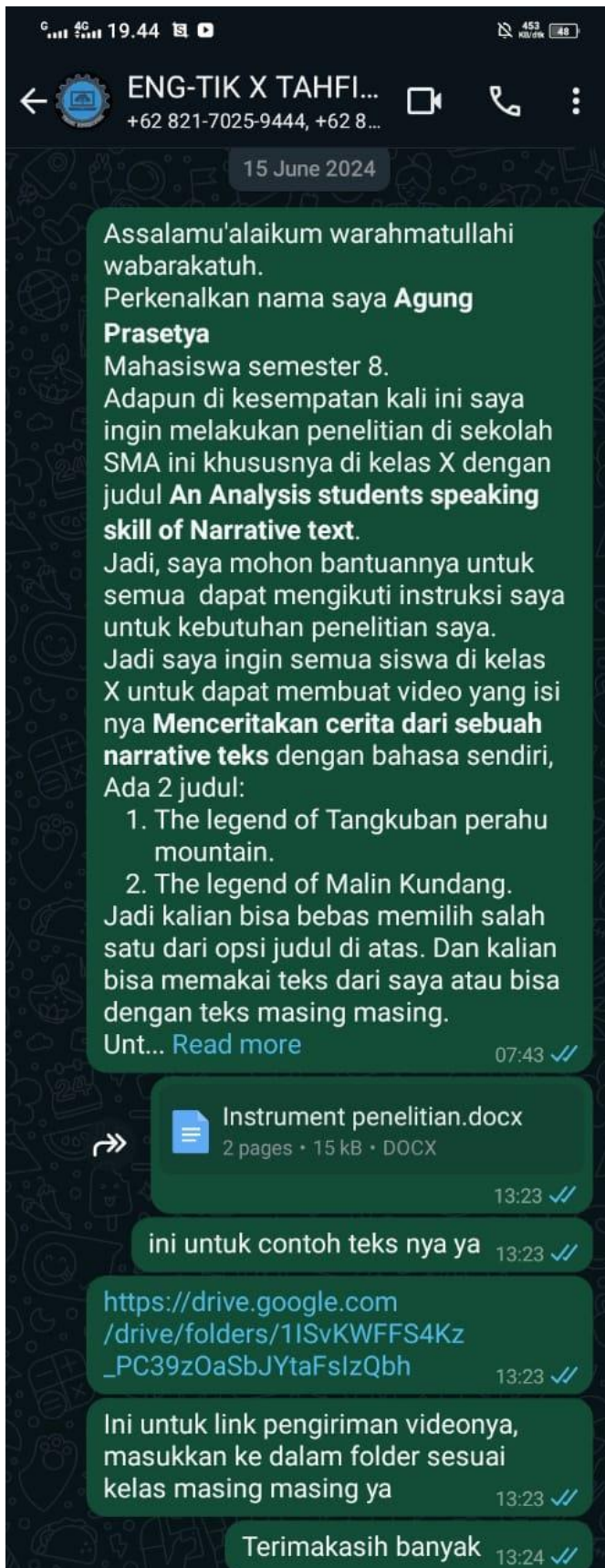
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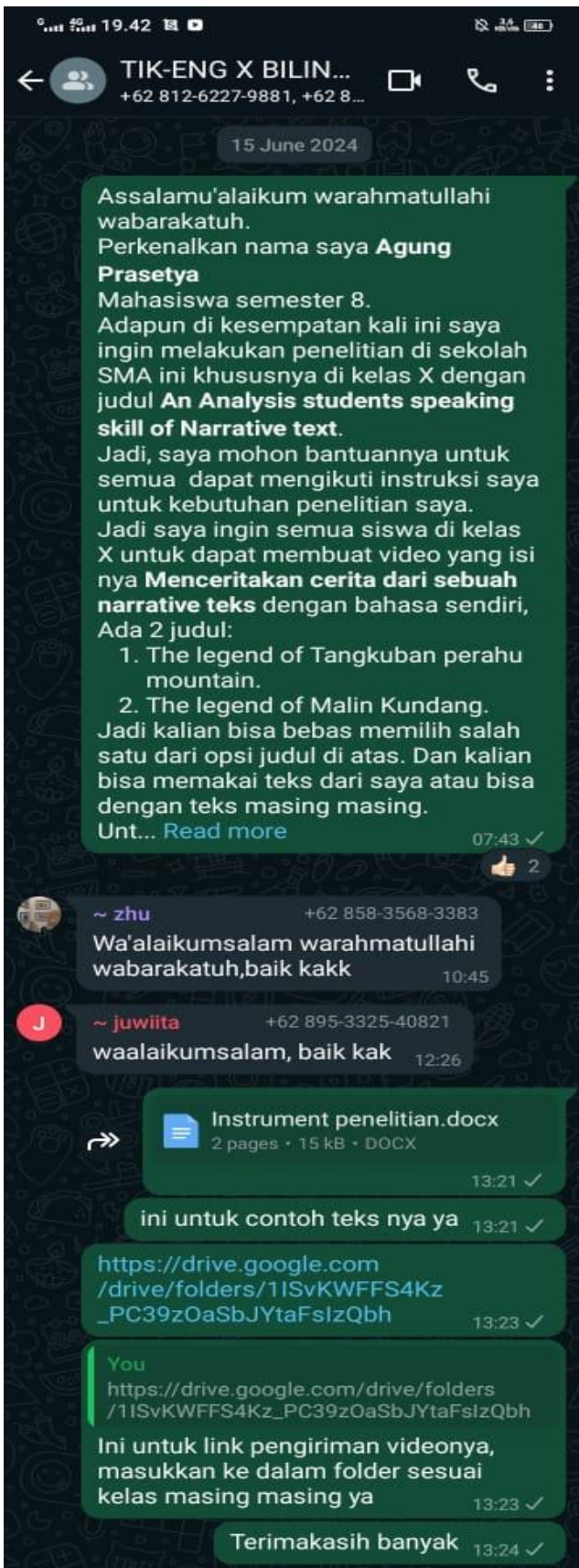
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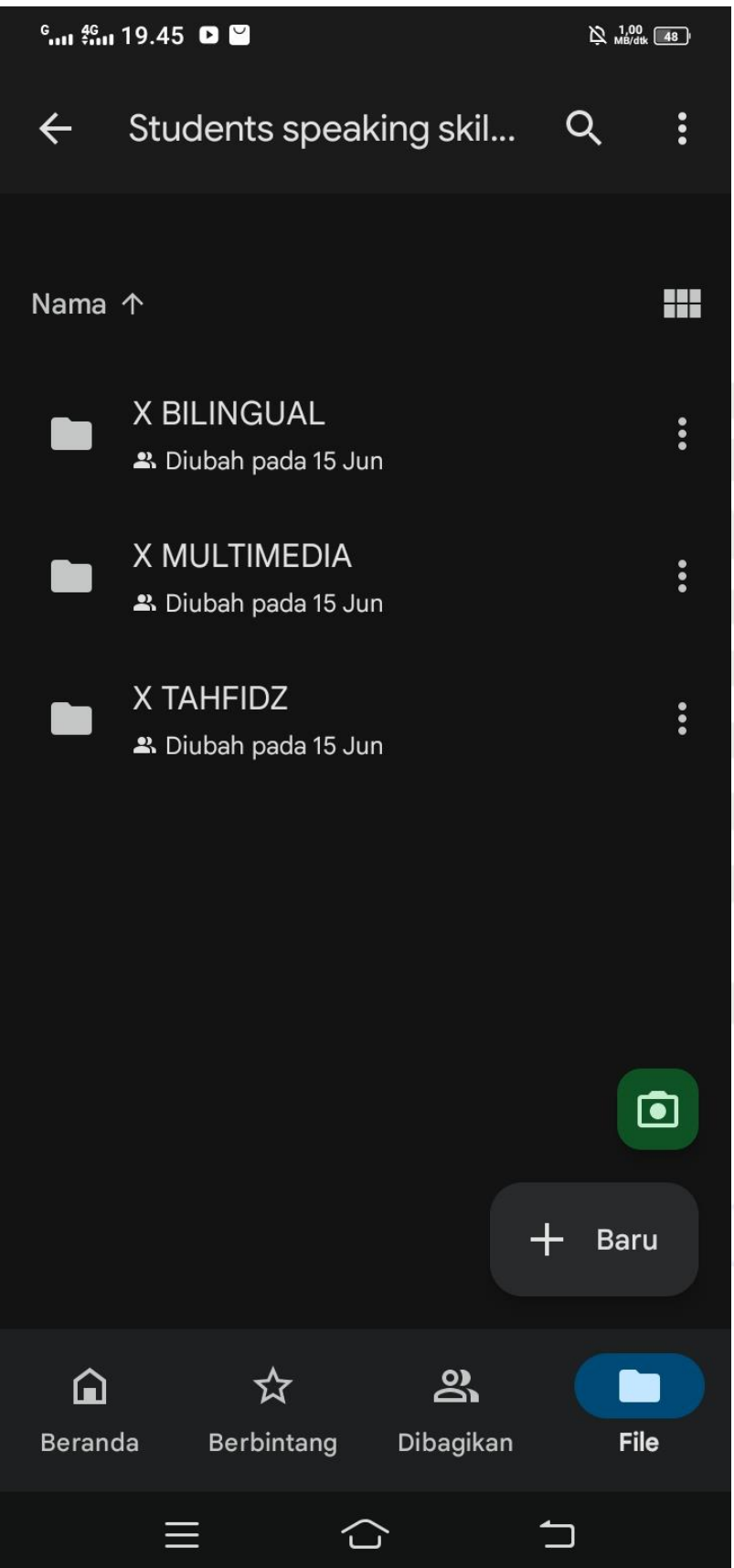
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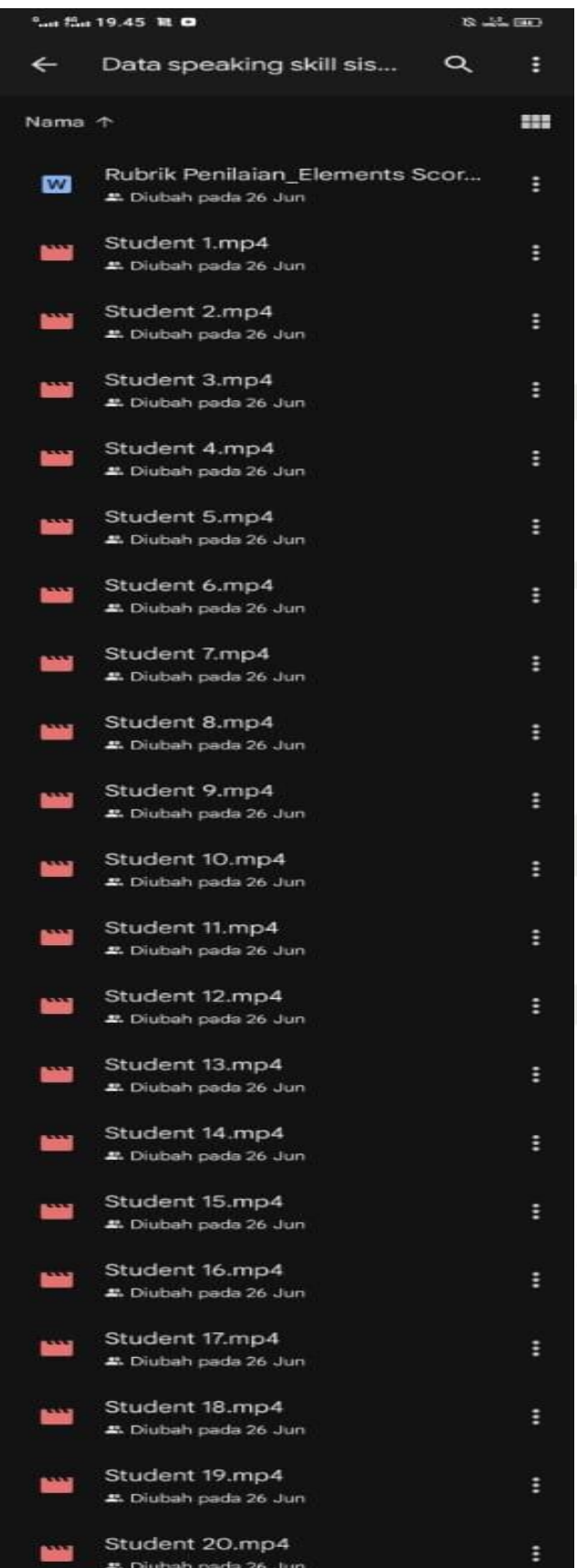
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CURRICULUM VITAE

Agung Prasetya is the first child of Mr. Misliadi and Mrs. Elfianti. He was born on Kijang Makmur, November 02nd, 2001. In 2013, he graduated from SDN 010 Kijang Makmur. He also finished his studies at SMP UT Serambi Mekkah Kab. Kampar in 2016, and SMA IT Az Zuhra Islamic School in 2019.

In 2020, he was accepted to be a students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until Agustus 2023, he was doing *KKN (Kuliah Kerja Nyata)* Program at Pulau Kedundung Village in Kuantan Tengah District, Kuantan Singingi. Then, on September until November 2023, hhe was doing Pre-Service Teacher Practice (*PPL*) program at SMA Islam As Shofa Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research on Juni - Juli 2024 by thesis entitled “An Analysis of Students’ Speaking Skill Of Narrative text at Tenth Grade SMA IT Fachilah Pekanbaru”