



AN ANALYSIS OF SECOND SEMESTER STUDENTS' SPEAKING ABILITY AT ENGLISH EDUCATION DEPARTMENT UIN SUSKA RIAU

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1447 H/2025 M

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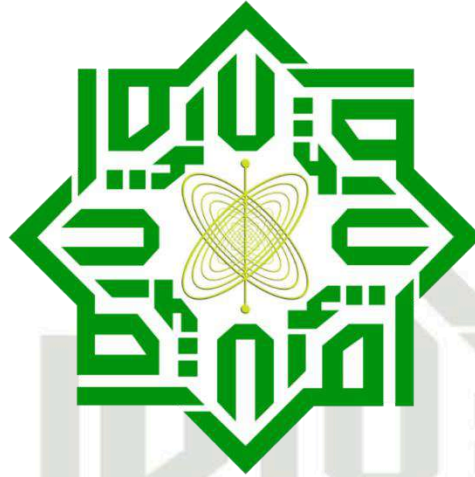


**AN ANALYSIS OF SECOND SEMESTER STUDENTS' SPEAKING ABILITY
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Submitted as Partial Fulfilment of Requirement
For Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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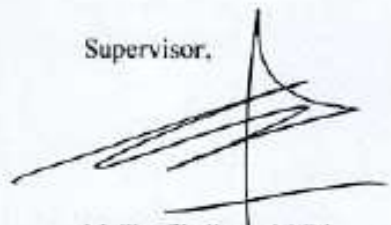
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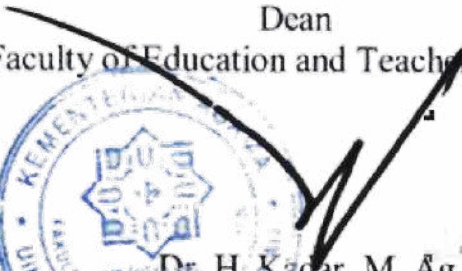

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UIN SUSKA RIAU



ABSTRACT

Rizky Andra Prayudi, (2025): Students' Speaking Ability of the Second Semester at English Education Department UIN Suska Riau

This study aimed to find out how the students' ability to speak through the topic of favorite food at English Education Department in UIN Suska Riau. This research is a descriptive study that has one variable to observe and used quantitative data. This research was conducted from February to May 2025. The total population in this study was 150 students, 32 of them were the sample for this research. The sample of this research were the 2B class of the 2nd semester students of English Education Department in UIN Suska Riau. The data used for the study were obtained from the results of students' speaking presentations in English. Based on the results of the study, it was found that 27 students were in a 'very good' category (77,5%) 4 students were in a 'good' category (15,5%), while 1 student was in the 'enough' category (1%). It can be concluded that overall, the speaking ability of 2nd semester students of English Education Department in UIN Suska Riau is at a good level.

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ABSTRAK

Rizky Andra Prayudi, (2025): Students' Speaking Ability of the Second Semester at English Education Department UIN Suska Riau

Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan berbicara mahasiswa melalui topik makanan favorit di Program Studi Pendidikan Bahasa Inggris UIN Suska Riau. Penelitian ini merupakan penelitian deskriptif yang memiliki satu variabel untuk diamati dan menggunakan data kuantitatif. Penelitian ini dilakukan pada bulan Februari sampai dengan Mei 2025. Total populasi dalam penelitian ini adalah 150 mahasiswa, 32 diantaranya menjadi sampel penelitian ini. Sampel penelitian ini adalah mahasiswa kelas 2B semester 2 Program Studi Pendidikan Bahasa Inggris UIN Suska Riau. Data yang digunakan untuk penelitian ini diperoleh dari hasil presentasi berbicara mahasiswa dalam Bahasa Inggris. Berdasarkan hasil penelitian, ditemukan bahwa 27 mahasiswa berada pada kategori 'sangat baik' (77,5%) 4 mahasiswa berada pada kategori 'baik' (15,5%), sedangkan 1 mahasiswa berada pada kategori 'cukup' (3,1%). Dapat disimpulkan bahwa secara keseluruhan, kemampuan berbicara mahasiswa semester 2 Program Studi Pendidikan Bahasa Inggris UIN Suska Riau berada pada level baik.

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ملخص

رزقي أندرا فرايودي، (٢٠٢٥): قدرة الطلاب على الكلام باللغة الإنجليزية من خلال موضوع "الطعام المفضل" في قسم تعليم اللغة الإنجليزية الإسلامية بجامعة السلطان الشريف قاسم الحكومية برياو

هذا البحث يهدف إلى معرفة قدرة الطلاب على الكلام باللغة الإنجليزية من خلال موضوع "الطعام المفضل" في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. هذا البحث هو بحث وصفي يحتوي على متغير واحد للملاحظة، واستخدم البيانات الكمية. تم تنفيذ هذا البحث من فبراير حتى مايو 2025. بلغ عدد الطلاب في مجتمع البحث 150 طالبا، تم اختيار 32 طالبا منهم كعينة لهذا البحث. كانت عينة البحث من طلاب الصف الثاني-ب في الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. تم الحصول على البيانات المستخدمة في البحث من نتائج عروض الكلام باللغة الإنجليزية للطلاب. استنادا إلى نتائج البحث، وُجد أن 77,5% كانوا ضمن فئة "جيد جدا"، و 5 طلاب (15,5%) كانوا ضمن فئة "جيد"، في حين كان طالب واحد (3,1%) في فئة "كاف". يمكن الاستنتاج بشكل أن قدرة طلاب الفصل الدراسي الثاني بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو على الكلام باللغة الإنجليزية في مستوى جيد.

UIN SUSKA RIAU



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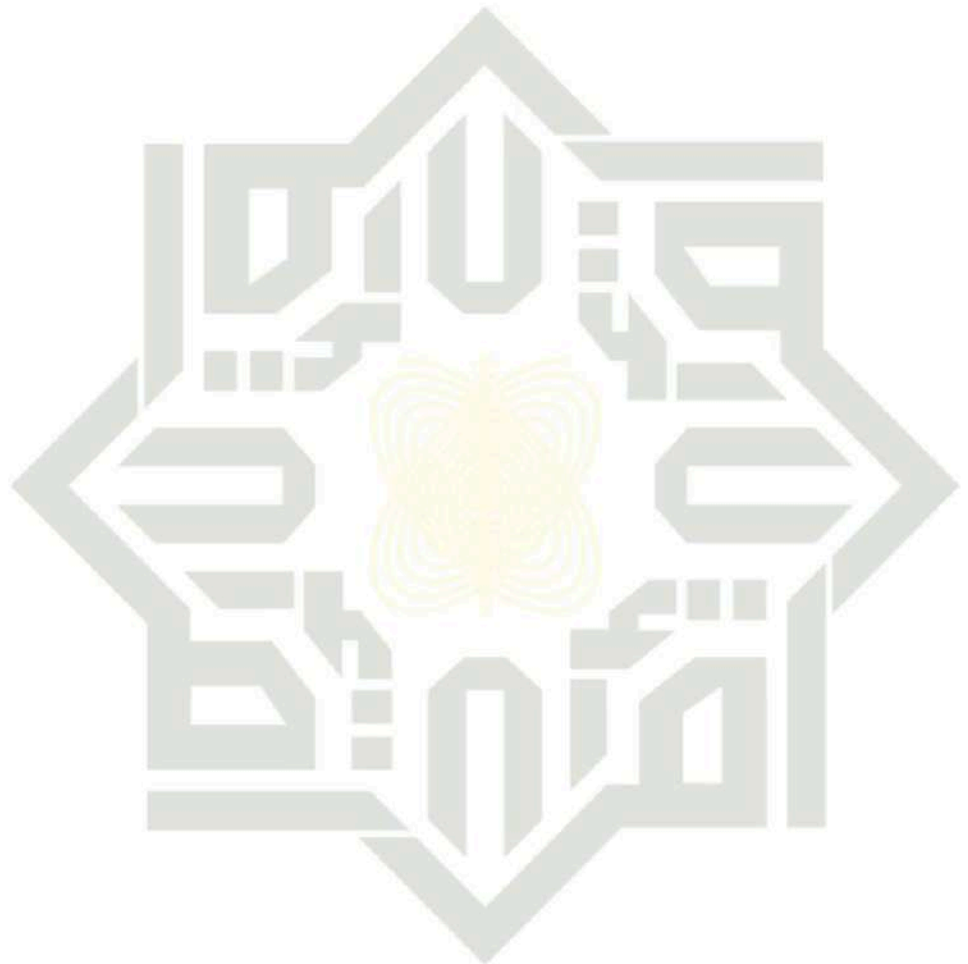
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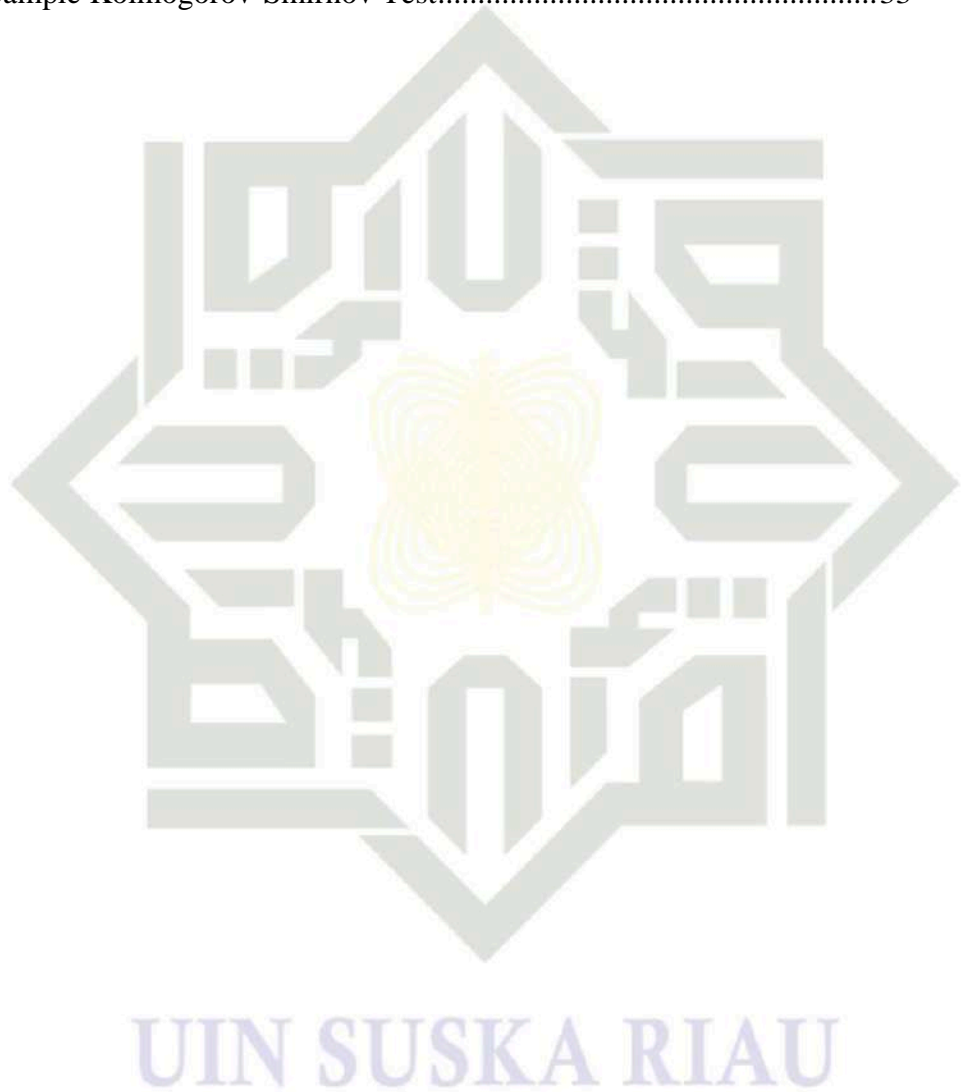


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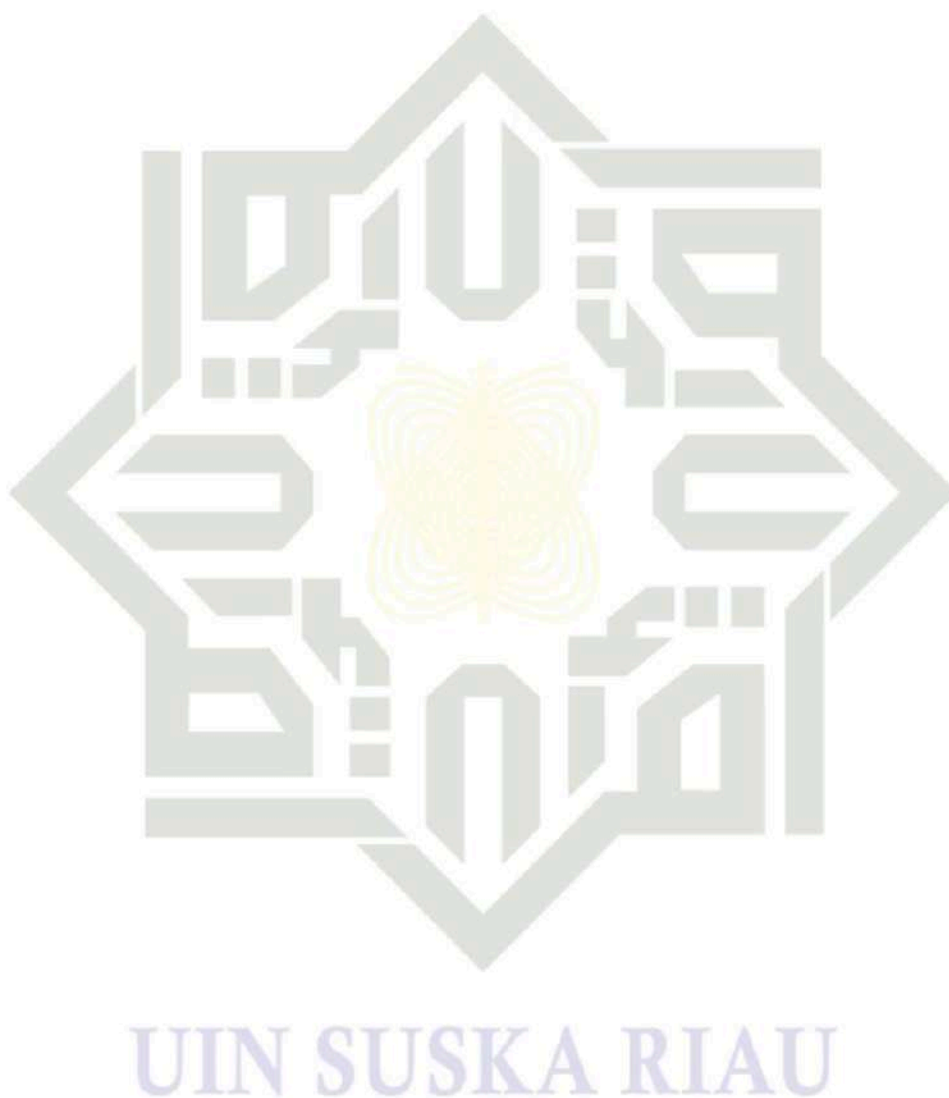


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CHAPTER I INTRODUCTION

A. Background of the Problem

One of English language skills that must be mastered by any foreign language learner is the ability to speak. Speaking is not only matter of transferring some messages to other people but it is also about communication, which means that it involves more than one person to make that conversation. When people speak they construct ideas in words, express their perception, feeling and intention so that the interlocutors grasp the meaning of what the speaker means. If a person do not have speaking skill, do not understand and less of knowledge about the language, they will not be able to grasp the meaning of what the speaker means in conversation Therefore, speaking skill is the most difficult aspect for learners to master.

Speaking skills are important part of the curriculum in language teaching (Luoma, [2009], p:1). Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information they need communication.

Speaking skill is given the vital importance during the teaching and learning process of foreign language throughout the history (Nazara, 2011). In English syllabus, speaking is one of skills that should be mastered by students. In standard speaking competence, student should express the meaning in text of transactional and interpersonal conversation and continue (sustained) in context of everyday life. Basic competence: The students have to express the meaning in text of transactional and interpersonal conversation and continue (sustained) by using manner of oral language in accurate figures, fluent and accepted in everyday life context and entangle to action to say: to give opinion, ask for opinion, express to satisfy, and express to dissatisfy.

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The purpose of speaking skills which learners need is enormous. The speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills: listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. An effective speaker can gain the attention of the audience and hold it till the completion of his message. The joy of sharing one's ideas with others is immense.

In EFL context the necessity of English, especially speaking skill, is demanded when it comes as requirement for continuing higher education and facing cross-cultural communication.

Unfortunately, in real condition it is still difficult for Indonesian students to practice their English ability in daily conversation even though they have been studying English for ten years in formal junior high school, senior high school and university, they may get a good score of English in their report card but they cannot speak English fluently yet (Mustafa, 2001). The speaking problems were categorized as affected-related problems (self-confidence and anxiety), socially related problems (difficulties to find opportunities to learn English and comprehension in speaking class), and linguistically related problems (fluency, grammar, vocabulary, and pronunciation). The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation.

Based on the preliminary study at English Education Department UIN Suska Riau, when the researcher completed an observation to the classroom and also an interview with the English lecturer, it can be concluded that the students had problems in speaking English, their speaking ability were still lacking. Researcher encountered a number of problems from the students, including the following: some of students liked to speak by using their mother tongue or Indonesian, which led to inaccurate pronunciation when speaking English. Their inability to control the structures of the sentences they wanted to speak was another issue. They also had take longer time to transfer their language to English because the majority of them lacked vocabularies. Finally,

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every problems they encountered above had an impact and influenced their ability and fluency in speaking. The problems that still faced by students were indicated in some phenomenon as follows:

1. Some of students were not able to speak English grammatically correct.
2. Some of students did not know how to use their own thought idea in speaking English.
3. Some of students were lack of vocabularies.
4. Some of students were not able to pronounce English accurately.
5. Some of students were not able to speak English fluently.

Based on the situation above, the researcher was interested in knowing students' speaking ability especially for the third semester of English Education Department at UIN Suska Riau. The researcher initiated to do the research under the title: "Students' Speaking Ability of the second Semester at English Education Department UIN Suska Riau".

In a relevant research that has done by Mia Fadila (2022), The findings of the study indicate that the speaking ability of the class IX B at SMP Negeri 6 Jambi students was very good.

Also in another relevant research done by Titi Pani Naskah, Refnaldi, An Fauzia Rozani Syafei (2018), the research finding showed that the SMKN 3 Padang students mostly have good ability in speaking.

B. Identification of the Problem

Referring to background of the problem above, there are many problems that can be identified among others;

1. The students are not sure to express their ideas in English.
2. The students seem to be nervous to speak English.
3. The students are too afraid to speak in English.
4. Then, they almost never use English in their daily activities of communication either inside or outside the class.

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C. Limitation of the Problem

The problems of the research were limited on students' speaking ability. In this study, the researcher only focus to investigate "How is the speaking ability of the second semester students at English Education Department UIN Suska Riau?". Thus, the result of this study only generalized or applied to the target population, specifically to the students of English Education Department at UIN Suska Riau.

D. Formulation of the Research Problem

Based on the background of the study, the problem of this study was formulated as follows:

"How is the speaking ability of the second semester students at English Education Department UIN Suska Riau?"

E. The Objective of the Study

Based on formulation of the problem above, this research is necessarily carried out in order to achieve the objective as follow: To know the speaking ability of the second Semester at English Education Department UIN Suska Riau.

F. The Significance of the Study

The results of the study were expected to give some significances not only theoretically but also practically go to:

1. Hopefully this research will be useful and gives significant effect for field of education especially for the students.
2. This research is also expected to be valuable in the form of giving information to the teachers/Lecturers.

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3. Further Researches

This research can also be used as a reference for further research, especially a research about speaking ability.

G. Definition of Term

1. An Analysis

According to Michael McCarthy (1991), analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. A resolution of anything, whether an object of the senses or of the intellect, into its constituent or original elements; an examination of the parts of a subject, each separately, as the words which compose a sentence, the tones of a tune, or the simple propositions which enter into an argument. It is opposed to synthesis.

In this research, analysis is the process of studying or examining something in an organized way to learn way to learn more about it, or a particular study of something.

2. Speaking Ability

Tarmizi (2014) states "Ability is the power of understanding". It can be interpreted as a person who has a potential or capacity to do something or to perform an activity. And according to Flutcher in (Sagita et al., 2020), speaking is the verbal use of language to communicate with others. In this research, speaking ability is the ability of students to use language to express their ideas and information verbally, which is represented by the value of speaking.

**CHAPTER II
LITERATURE REVIEW**

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A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

According to Mariam Bashir. "Speaking is productive skill in the oral mode. It is like the other skill, is more complicated than it seems at first and involved more than just pronouncing words".

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Burn and Joyce Ain Syam Univ defined “speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are depending on the context in which it occurs, the participants, and the purposes of speaking.”

b. The definiton of Speaking Ability

Baker, Watsrup (2003) stated that speaking ability is using language for purpose. Supported by Chaney (1998), speaking ability as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context.

Paulston and Brunder (1976) as cited in Tarmizi (2014) said that speaking ability is taken to be objectives of language teaching: the production of speaker competence to communicate in target language. From the definition above, it can be concluded that speaking ability is the process of building and sharing meaning of language and it is usually requires little thoughts, efforts or preparation.

Bruder (1985) as cited in Tarmizi (2014) said that there are four rating criteria of test focus on four areas of speaking ability below:

1. Language functions include narrating, comparing, giving, and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.
2. Appropriateness refers to responding with language appropriate for the intended audience or situation. In some questions students are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if students were talking with a respected colleague
3. Coherence/Cohesion reflects the ways language is organized (Coherence) and how ideas relate to each other (cohesion). It is important that students’ responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea.

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c. The Indicators of Speaking Ability

Brown (2003) in details explained the proficiency description of scoring oral ability, which comprised five aspects as in the following:

1. Pronunciation
 - a. Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
 - b. Accent is intelligible though often quite faulty.
 - c. Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
 - d. Errors in pronunciation are quite rare.
 - e. Equivalent to and fully accepted by educated native speakers
2. Grammar
 - a. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
 - b. Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
 - c. Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
 - d. Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
 - e. Equivalent to that of an educated native speaker.



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3. Vocabulary

- a. Speaking vocabulary inadequate to express anything but the most elementary needs.
- b. Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
- c. 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 to grope for a word.
- d. Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
- e. 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.

4. Fluency

- a. No specific fluency description. Refer to other four language areas for implied level of fluency.
- b. Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.
- c. Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
- d. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
- e. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

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5. Comprehension

- a. Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
- b. Can get the gist of most conversations of non-technical subjects.
- c. Comprehension is quite complete at a normal rate of speech.
- d. Can understand any conversation within the range of his experience.
- e. Equivalent to that of an educated native speaker.

d. Types of Speaking Ability

In the context of ESL teaching, there are at least five types of speaking that take place in the classroom. These will define and provide examples of each. The five types are as follows:

1. Imitative

The student's intent is presumably already apparent at the imitative level. At this level, the learner is merely attempting to repeat what was spoken to them in an understandable manner and with some conformity to the teacher's prescribed pronunciation. Whether the student understands what they are saying or is having a discussion is irrelevant. The primary objective is to repeat what was spoken to them. An instance of "repeat after me" in the classroom is a typical illustration of this.

2. Intensive

A limited amount of language is produced during intensive speaking in a tightly controlled environment. An example of this would be to read aloud a passage or give a direct response to a simple question. At this level, proficiency is demonstrated by reaching a specific degree of grammatical or lexical competence. The expectations of the teacher will determine this.

3. Responsive

Responsive is slightly more complex than intensive but the

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difference is blurry, to say the least. At this level, the discourse consists of a straightforward query and one or more follow-up inquiries.

4. Interactive

Speaking intensively has the distinctive quality of typically being more interpersonal than transactional. Speaking for the sake of preserving relationships is meant by interpersonal. Information sharing is done through transactional speech, which is typical at the response level. The context or pragmatics of interpersonal communication present a challenge. When striving to communicate, the speaker must be mindful of the usage of slang, comedy, ellipsis, etc. Saying yes or no or giving directions to the bathroom in a foreign language are considerably simpler than this.

5. Extensive

Extensive communication is normal, a kind of monologue. Examples include language, storytelling, etc. This requires a lot of preparation and is not your typical impromptu communication. Surviving a conversation with someone in a second language is one thing, relying on each other's body and her language to solve communication problems. However, in extensive communication, students may or may not be able to speak comprehensibly without relying on feedback cannot be done.

e. The Objective/Purposes of Speaking Ability

Ricahrds and Renandya (2002), in 'Methodology in Language Teaching', stated that: Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow;

1. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

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2. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
3. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request.

Kingen proposed the purposes of speaking both the transactional and interpersonal into an extensive list of twelve categories as follows:

- a. Personal - expressing personal feelings, opinions, beliefs and ideas.
- b. Descriptive - describing someone or something, real or imagined.
- c. Narrative - creating and telling stories or chronologically sequenced events
- d. Instructive - giving instructions or providing directions designed to produce an outcome.
- e. Questioning - asking questions to obtain information.
- f. Comparative - comparing two or more objects, people, ideas, or opinions to make judgments about them.
- g. Imaginative - expressing mental images of people, places, events, and objects.
- h. Predictive - predicting possible future events.
- i. Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences.
- j. Persuasive - changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- k. Explanatory - explaining, clarifying, and supporting ideas & options.
- l. Informative - Sharing information with others.

f. Characteristics of Successful Speaking Activity

Every teacher expects to accomplish a successful learning process and in order to know whether their learning process success or fail, teachers need to know the characteristics of a successful learning

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process. In “A Course in Language Teaching”, Ur (1996) reports that a successful speaking activity has some characteristic such as:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Therefore, from the explanation above can be elaborated that in a successful speaking activity learners will talk a lot during the learning process and there is no domination of minority students in speaking activity and every learner participate actively during learning process or on the other words learners will equally share the opportunity to talk and to make contribution during learning process.

Moreover, learners’ motivation to speak during speaking activity is high because they are interested in the topic being discussed then they want to give an active contribution in order to accomplish learning objective. The last characteristic is learners’ mastery of acceptable language level which means that learners’ language are easy to understand with the other participants and they level of language accuracy are good enough.

In addition, McDonough and Shaw (2003) stated: “successful completion of this type of activity (communication game activity) clearly depends on the effective communicative use of the language and of the sharing of information amongs the participants”. From that statement can be elaborated that in communication game activity the

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objective of speaking activity only can be accomplished successfully if learners can communicate effectively through the target language thus with this ability they also can share the information successfully.

In conclusion, based on the elaboration of the experts above a successful speaking activity can be indicated by some characteristic such as the amount of communication that occurs between the learners, learners' active contribution during learning process, learners' motivation to accomplish the learning objective, and learners' ability to communicate effectively through the target language.

g. Factors that Affect the Effectiveness and the Performance of Speaking

1) Factor as a supporter of speech effectiveness.

A speaker should get used to pronouncing the sounds of the language appropriately. Improper language sound pronunciation may distract the listener's attention. Of course, the patterns of speech and articulation used are not the same. Each has its own style and the style of language used varies according to the subject, feelings, and goals. However, if the difference or change is too conspicuous, so it becomes an aberration, then the effectiveness of communication will be disrupted.

2) Placement of appropriate pressure, tone, joint, and duration

The suitability of pressure, tone, joints, and duration will be the main attraction in speaking. Even sometimes it is a deciding factor. Although the issues discussed are less interesting, with the appropriate placement of pressure, tone, joint, and duration, it will cause the problem to be interesting. Conversely, if the submission of a flat course, certainly will lead to discrepancies and effectiveness of speech is certainly reduced.

3) Word choice (diction)

The choice of words should be precise, clear, and varied. Obviously, the maximum is easily understood by the target audience.

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The listener will be more aroused and will better understand if the words used are already familiar words to the listener. For example, popular words would be more effective than lofty words, and words that come from a foreign language. Unknown words are intriguing but will inhibit the smooth communication. In addition, concrete words should be chosen so that the audience can understand them easily. Concrete words show the activity will be more easily understood by the speaker. However, the choice of the word must necessarily be confused with the subject and with whom to speak (the listener).

Dictionary is the ability of the speaker or writer in choosing words to arrange them into a series of sentences in accordance with the alignment in terms of context. People who have the ability to choose a word are:

- a. Has a vocabulary
 - b. Understand the meaning of the word,
 - c. Understand how to form it
 - d. Understand the relationships
 - e. Understand how to put words into sentences that meet the structural and logical rules.
- 4) The accuracy of the target of the conversations

This concerns the use of sentences. Speakers who use effective sentences will make it easier for listeners to catch the conversation. The composition of this sentence is a very big influence on the effectiveness of delivery. A speaker must be able to construct effective sentences, sentences that are about the target. So as to cause influence, leave an impression, or cause a result. Effective sentences have the characteristics of intact, linked, concentrated attention, and austerity. The whole sentence is visible in the complete absence of sentence elements. The linking of sentences is seen in the compactness of the relationship between the elements in the sentence, the relationship must be clear and logical. The focus of attention of the sentence is marked

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by the placement of a significant part of the sentence at the beginning or end of the sentence.

h. Factors that Affect Speaking Performance

According to Mahripah (2014), EFL learners' speaking performance is affected by some factors:

1. Linguistic Components

Linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language.

2. Pronunciation

Pronunciations of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

3. Grammatical Competency

It can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of

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utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

4. Motivation

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Strom (2007), an integrative and friendly view towards the people whose language is being learned makes sensitized learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

5. The fear of speaking English

It is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners.

Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which lead to their silence during the whole class activity. Inhibition is a feeling of worry that stops people from telling or performing what they want (Cambridge A. L. Dictionary, 2008). All human beings make a series of

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defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

B. Relevant Research

The first relevant research was done by Indah Permata Putri (2019), the title of the research is: "An Analysis on Students' Speaking Skill at Second Grade of SMPN 1 Rengat Barat". The aim of this research was to know students' speaking skill at Second Grade Of SMPN 1 Rengat Barat." The focus of this research was to described and analyzed students' speaking skill in conversation of the second grade at SMPN 1 Rengat Barat by categorizing into three aspects based on curriculum 2013. They are knowledge, attitude and action. The design of this research was descriptive qualitative approach. It has one variable that was the second grade students of SMPN 1 Rengat Barat in speaking skill of conversation. This research has been conducted during the period August to September 2018. The population of this research was the second grade students at SMPN 1 Rengat Barat. The number of classes who has been studying of the second grade was about six classes. The researcher choose a class that consist 20 students as a sample. To analyzed the students' speaking skill in aspects knowledge, attitude and action. The researcher used observation, performance test in conversation and documentation by analyzed their skill in speaking based on curriculum 2013 aspects. The researcher found that most of students' able to speak English in conversation in front of the class with their partner. The findings of this research showed that most students in conversation able to integrate the aspects speaking skill based on curriculum 2013. They quite capable in knowledge and attitude aspects. Their weaknesses are in action aspect. Based on the result of analysis, the researcher concludes

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that the second grade students at SMPN 1 Rengat Barat in speaking skill was classified into good level.

The next relevant research was done by Irvasiani (2020), the title of the research is: “Analyzing the Speaking Ability Between the Students in Dormitory and the Members of LIBAM at State Islamic Institute (IAIN) Parepare”. This study is aimed about analyzis of speaking ability between students dormitory and the members of LIBAM IAIN Parepare. The objective of this research are firstly, to know the speaking ability between students in dormitory and the members of LIBAM, secondly, to investigate the different between the students in dormitory and the members of LIBAM. This research was done one time in a month. The activities are being in shifts between speaking ability between students of dormitory and the members of LIBAM IAIN Parepare. This research used the descriptive method in qualitative research to find out the students speaking ability between students in dormitory and members of LIBAM. The researcher chose the speech recording to analyze students speaking ability which consist 10 students in dormitory and 10 members of LIBAM IAIN Parepare as subject in this research. In collecting the data, the researcher used observation and recording. From the result of data, the researcher found, the different speaking ability between students in dormitory and members of LIBAM that occur in the voice recording, Accuracy of speaking of expressing idea and opinion aspect used was the accuracy on the students of dormitory with total score 39.4 than the accuracy of member of LIBAM total score 27.5, Fluency of effective expressing idea and opinion aspect used was the fluency of students of dormitory with total score 43.5 and were in high frequency than the fluency of the member of LIBAM with total score 31.2 and 3 Comprehensibility effective expressing idea and opinion aspect used was the comprehensibility of students of dormitory with total score 4.3 and were in moderate frequency than members of LIBAM with total score 30.6.

The third previous relevant research was done by Oktaviani Dia Prastika (2022), the title of the research is: “Analysis of Students’ Speaking Ability in Telling Their Daily Activities at SMP Negeri 16 Bandar Lampung”. This research was conducted in the attempt to find out the the eighth grade students of SMPN 16 Bandar Lampung speaking ability in telling daily activities. In

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order to reach that objective, the quantitative descriptive analysis research design was applied, involving twenty-eight students as the research sample. The speaking test of telling daily activity was the instruments of the research given to the participants. The data then was analyzed through the steps of scoring the students tests result based on the speaking rubric. Based on the findings of the research, several conclusions can be drawn regarding the analysis of the students' ability in telling daily activities; First, the eighth grade students' of SMPN 16 Bandar Lampung speaking ability in telling daily activity belonged to the excellent, good, adequate and unacceptable category. Second, the speaking aspects that most of the students gained high score were comprehension, vocabulary and pronunciation. Third, the speaking aspects that most of the students gained low score were grammar and fluency.

The fourth previous relevant research was done by Fitry Suhana (2020). The title of the study is "An Analysis of Students' Speaking Ability in Retelling Story at State Islamic Senior High School 2 Kampar." This research was aimed to find out the students' speaking ability in retelling story at State Islamic Senior High School 2 Kampar. The research question of this research is to know, how is students' speaking ability in retelling story? The form of the research is descriptive quantitative research. The population of this research were 123 students, the researcher took 25 students from 4 classes by using simple random sampling. The researcher used oral test to collect the data in this research. It can be concluded that students' pronunciation in speaking ability in retelling story was categorized into "less level", students' grammatical accuracy was categorized into enough level, students' vocabulary was categorized into good level, students' fluency was categorized into less level and students' comprehension was categorized into good level.

The last previous research was conducted by Safrina (2011). The title of the study is "The Students' Speaking Ability at the Islamic Senior High School MA Diniyah Puteri Pekanbaru". This research was aimed to find out how was the student's speaking ability. The subject of this research was the first and the second year students of MAS Diniyah Putri Pekanbaru, and the object of this research was the student's speaking ability. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: Some of the students still made more

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mistakes in speaking, had lack of vocabularies and, were passive in learning English, even though they had learned English at least for six years starting from Elementary school level. The population of this research covered 45 students, since the number of population was not large, the writer took them as total sampling. In collecting data, the writer used a test and a questionnaire. The test was used to find out the student's speaking ability, while the questionnaire was used to identify the influenced factors in learning English. Ased on the research finding, it was found out that the student's speaking ability was less than enough category, and the influenced factors were (1) they did not master the grammar well, (2) they di not know the meaning of words, (3) they had lack of vocabulary in English, and (4) they got difficulties in pronouncing the words. Besides, the main factors influence the result, they had less effort to practice it in the classroom and at home, more over they had less of self confidence to speak English.

Based on the relevant research mentioned above, it can be assumed that there are some differences between this research and the relevant research. This research was conducted at Islamic State University. While the relevant research above was conducted at junior high schools, senior high schools, and islamic institute, Then, this study was conducted in Pekanbaru, whereas the previous six studies were conducted in other regions. Moreover, the research design, purpose, and subject of this research also have differences with the research mentioned above. From those previous research, it can be concluded that the result of the students' speaking were varied in each speaking aspects.

Operational Concept

Syafi'i (2016) stated that all related theoretical frameworks can be operated in the operational concept. This research was a descriptive research that focused on A Study on the Speaking Ability of the Second Semester at English Education Department UIN Suska Riau. Therefore, there was one variable in this research where it is speaking ability. The indicators of speaking ability according to Brown (2003) can be seen as follows:



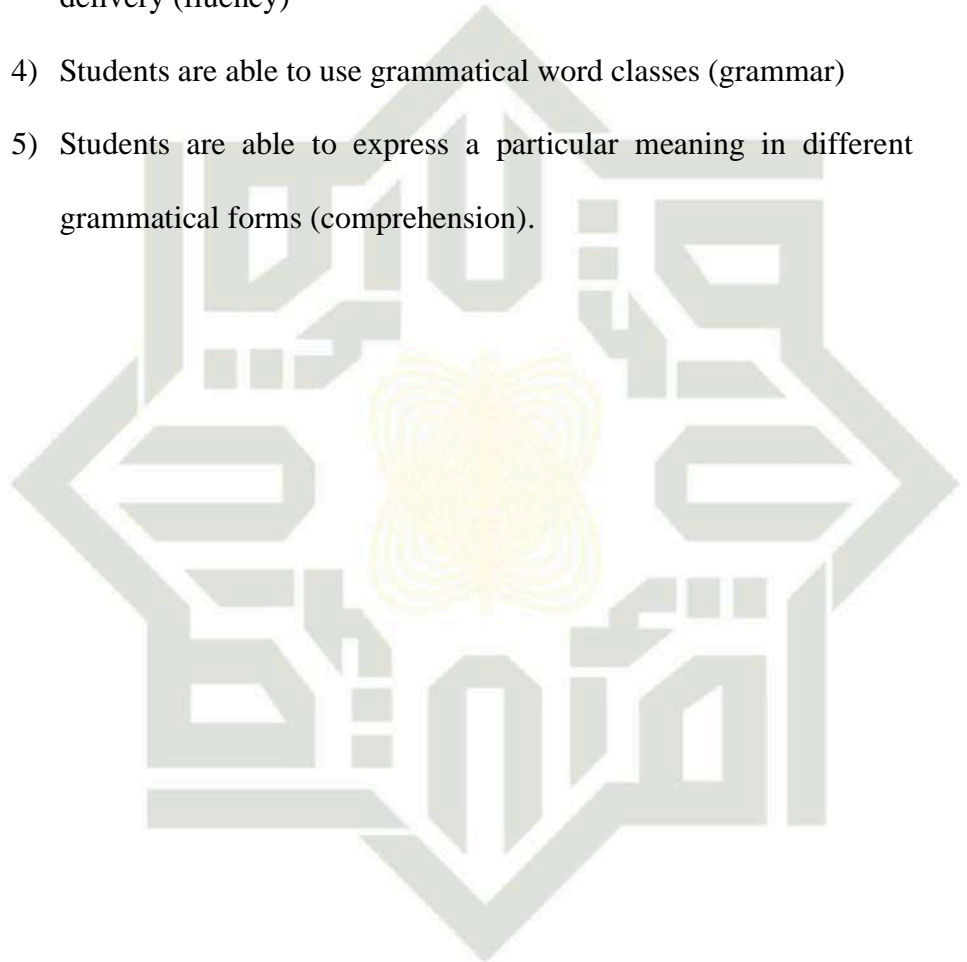
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- 1) Students are able to produce differences among English phonemes and allophonic variants (pronunciation)
- 2) Students are able to reduce forms of words and phrases (vocabulary)
- 3) Students are able to produce fluent speech at different rates of delivery (fluency)
- 4) Students are able to use grammatical word classes (grammar)
- 5) Students are able to express a particular meaning in different grammatical forms (comprehension).



UIN SUSKA RIAU

CHAPTER III

RESEARCH METHOD

Research Design

This research was a quantitative research. According to Creswell (2005) in Septianur (2016), a quantitative research is type of educational research in which the research decides what to study, asks specific, narrow question, collects numeric (numbered) data from participants, analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner.

The design of this research was a descriptive quantitative research. It is a kind of method that involves the collection of data for the purpose of describing existing condition. According to Best (1979) in Syafii (2016), the descriptive method describes and interprets what condition or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

This research consist of one variable. The variable was students' speaking ability.

Location and Time of the Research

This research was conducted at UIN Suska Riau which is located in Jl. HR. Soebrantas No.Km. 15, Pekanbaru. This research was started from February to May 2025.

Object and Subject of the Research

The subject of this research were the students of second semester at English Department UIN Suska Riau. While the object of this research is to know 'how is the students' speaking ability of the second semester at English Education Department UIN Suska Riau'.

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D. Population and Sample of the Research

1. Population

The population of this research were the students' of the second semester at English Education Department UIN Suska Riau, where based on this research all students of the second semester became the population. According to Cresswell (2012), population is a group of individual who have the same characteristic. It can be human, animal or plants and so on. The researcher chose the students of the second semester as the population because the researcher wanted to apply the Group Discussion in this grade. The total number of the second semester students was 142 students.

Table III. 1
Number of the Students

Class	Number of Students
2 A	26
2 B	32
2 C	30
2 D	29
2 E	25
Total:	142

2. Sample

The sampling used in this research was purposive sampling. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that the researcher needs in the sample. According to Cohen (2007:115) in purposive sampling technique,

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sample is satisfactory to specific needs. As its name suggest, the sample has been chosen for a specific purpose. Purposive sampling is subjects are selected because of some characteristic. This research used purposive sampling because the researcher took some of population to be analyzed based on the characteristic and constellations of context occurred. The researcher chose 2B class to become the sample of the research, 2B class consists of 32 students. So, the number of sample in this research was 32.

E. Technique of Data Collection

According to Cohen (2007 p. 421), test is subject to items analysis. Pertaining to definition above, Brown (2003 p. 3) said “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain”. The point that examined could measure and evaluate the indicator of test that had been formulated in operational concept of speaking ability. The test was tested orally based on the indicators of students’ speaking ability. The test was carried out by asking students to speak in front of the class with topic provided. They expected to speak with their prior knowledge. The data of the students’ speaking was collected by audio recording by phone. After the test is carried out, the rater assessed the students’ speaking abilities using speaking assessment rubric by Brown (2004):

Table III.2

Speaking Assesment/Scoring

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Brown (2004) has stated there are five components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, and comprehension.

Score	Pronunciation
5	equivalent to and fully accepted by educated native speaker
4	errors in pronunciation are quite rare
3	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2	accent is intelligible though often quite faulty
1	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Score	Grammar
5	equivalent to that of an educated native speaker
4	able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
3	control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics
2	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
1	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language

Score	Vocabulary
5	speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
2	has speaking vocabulary sufficient to express himself simply with some circumlocutions.
1	speaking vocabulary inadequate to express anything but the most elementary needs.

Score	Fluency
5	has complete fluency in the language such that his speech is fully accepted by educated native speakers.



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4	able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
3	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
2	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
1	no specific fluency description. Refer to other four language areas for implied level of fluency

Score	Comprehension
5	Equivalent to that of an educated native speaker.
4	can understand any conversation within the range of his experience.
3	comprehension is quite complete at a normal rate of speech.
2	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
1	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Table III. 3

Category of Students' Score

No	Score	Category
1	80-100	A (Very Good)
2	66-79	B (Good)
3	56-65	C (Enough)
4	40-55	D (Less)

Technique of Data Analysis

To analyze the quantitative data, the researcher analyzed the students' score based on the test. The data was analyzed by using descriptive method. This technique is called descriptive statistics. In this study, the researcher employed descriptive statistics to determine students' Speaking Ability. According to

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Cohen (2018), descriptive statistics do exactly what they say: they describe, allowing researchers to analyze and interpret what these descriptions mean.

The data was analyzed by using statistic software which is Statistical Product and Service Solutions (SPSS) 23 version for the descriptive statistics. The result of data analysis can be seen on the SPSS output.

After collecting data, the researcher analyzed those data based on student's questionnaire by using simple formula as follows (Hasan, 2003, p.231):

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

P = Percentage

f = Frequency

n = Number of Sample

100% = Constant Value



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the real condition of students' speaking ability. Based on the research findings, it can be concluded that the students' speaking ability was categorized into very good level with the score of 84,375.

B. Suggestion

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

1. Suggestion for Lectures

- The Lectures hopefully can increase the effectiveness of teaching and learning process in other that the students can achieve their best experience in learning English.
- The Lectures should create variative teaching method in other that the student can enjoy the learning process and increase their score in speaking.
- The Lectures should appreciate and encourage their students for their achievement in learning English specially in speaking.

Suggestion for Students

- The students should increase their vocabulary knowledge, pronunciation and another components needed to help them translating a text.
- The students should practice more in speaking to make speak English well.

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- International Journal on Studies in English Language and Literature (IJSSELL)

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APPENDIX I

DOCUMENTATION

UIN SUSKA RIAU

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APPENDIX II

ACTIVITY GUIDANCE

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

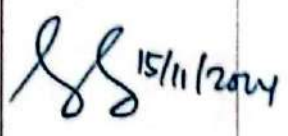
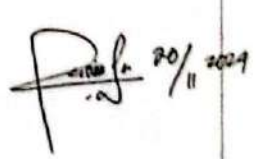
كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0781) 7077307 Faks. (0781) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**


Nama Mahasiswa : Rizky Andra Prayudi
Nomor Induk Mahasiswa : 11810412664
Hari/Tanggal Ujian : Selasa, 8 oktober 2024
Judul Proposal Ujian : Implementing Group Discussion in Teaching Speaking Skill
to Students' at SMK Negeri 3 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. Faurina Anastasia, S.S., M.Hum..	PENGUJI I	 15/11/2024	
2.	Nurdiana, M.Pd	PENGUJI II	 20/11/2024	

Mengetahui
a.n. Dekan
Wakil Dekan I

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

Pekanbaru, 8 oktober 2024
Peserta Ujian Proposal


Rizky Andra Prayudi
NIM. 11810412664

- a. Pengujiannya hanya untuk kepentingan penulisan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau jawaban suatu masalah.
- b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Jl. H. R. Soebrantas No. 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.fbk.uinsuska.ac.id, E-mail: efbk_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/22714/2024
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 23 Oktober 2024

Kepada
Yth. Kepala Jurusan
Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama : Rizky Andra Prayudi
NIM : 11810412664
Semester/Tahun : XIII (Tiga Belas)/ 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



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

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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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
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian


Risky Andra Prayudi
11810912664
Selasa / 8 Oktober 2024

NO	URAIAN PERBAIKAN
1.	Suggestion : Change into 'Effect or Correlation'.
2.	Change also the location of the research.
3.	Revise the formulation of the problem.
1.	Add the definition of term.

Penguji I

Pekanbaru, 8 Oktober 2024
Penguji II


Dr. Faurina Anastasia, S.S.M.Pd.


Mardiana, M.Pd.

Note:


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

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Nomor : B-23785/Un.04/F.II/PP.00.9/11/2024
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 20 November 2024 M

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 : Rizky Andra Prayudi
 NIM : 11810412664
 Semester/Tahun : XIII (Tiga Belas) 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 : Students' Speaking Skill Of The Third Semester At English Education
 Department UIN Suska Riau
 Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Suska Riau
 Waktu Penelitian : 3 Bulan (20 November 2024 s.d 20 Februari 2025)

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

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Fax. 0761-561646 Web: www.uin-suska.info tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 23 Oktober 2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Rizky Andra Prayudi
NIM	: 11810412664
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Implementing Group Discussion to Students' Speaking Skill at SMK Negeri 3 Pekanbaru

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di gunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Fauripr Anas Asia, M.Hum
NIP. 19810612008022017

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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APPENDIX III

RATER SCORE

UIN SUSKA RIAU

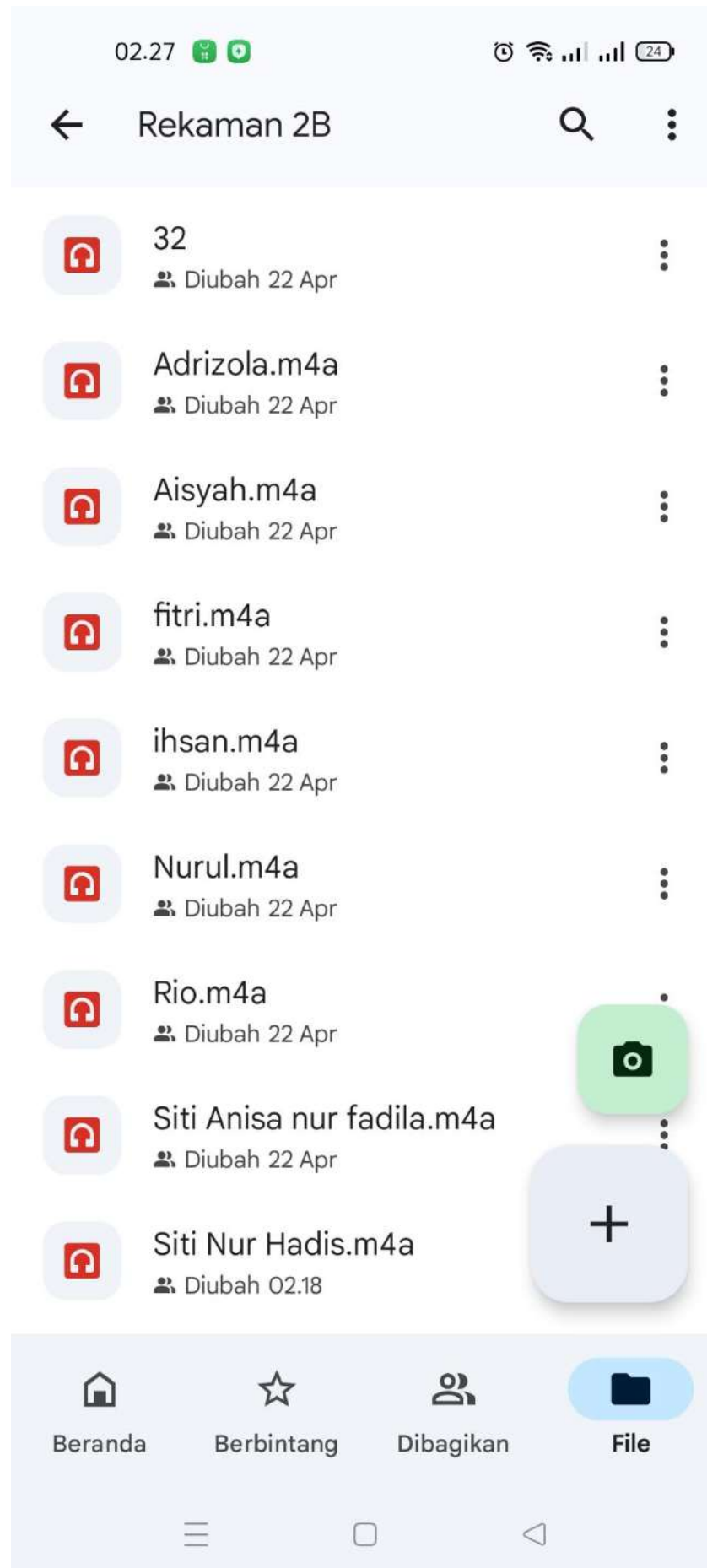
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

02.30							
Edit							
scores of speaking...							
	A	B	C	D	E	F	G
1							
2	Scores of Speaking Test						
3	No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
4	1	Siti Nur Hadis	4	5	5	4	5
5	2	Siti Anisa	4	5	5	4	5
6	3	Rio	4	5	5	4	5
7	4	Nurul	5	5	4	4	5
8	5	Ihsan	4	4	4	4	5
9	6	Fitri	5	5	5	4	5
10	7	Aisyah	4	4	4	3	4
11	8	Adrizola	5	5	5	4	5
12	9	Radit	4	5	5	4	5
13	10	Gita	4	4	4	4	4
14	11	Naila	5	5	5	5	5
15	12	Nisa	4	5	4	4	5
16	13	Ade Putri	4	4	5	4	5
17	14	Miftah	4	5	5	4	5
18	15	Aisyi	5	5	5	4	5
19	16	M. Ihsan	4	4	5	4	5
20	17	Rani	3	3	2	3	3
21	18	Salsabila	4	4	5	4	5
22	19	Ade Silvia	5	5	5	5	5
23	20	Siti Khadijah	4	4	4	4	5
24	21	Wulandari	4	4	4	4	4
25	22	Kanaya	4	4	4	4	4
26	23	Nayla	4	4	5	4	5
27	24	Nabila	4	5	5	4	5
28	25	Siti Ritonga	4	5	5	4	5
29	26	Rahim	4	4	4	3	4
30	27	Fika	5	5	5	4	5
31	28	Zora	4	4	4	4	5
32	29	Mezli	4	4	4	4	5
33	30	Mia	4	4	5	4	5
34	31	Andin	4	4	4	4	4
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