A DESCRIPTIVE STUDY ON THE ELEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT AT SMAN RAMBIPUJI

THESIS

By :
Sudhirham Bagus Anggriawan
NIM. 110210401036

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER
2015

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THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember
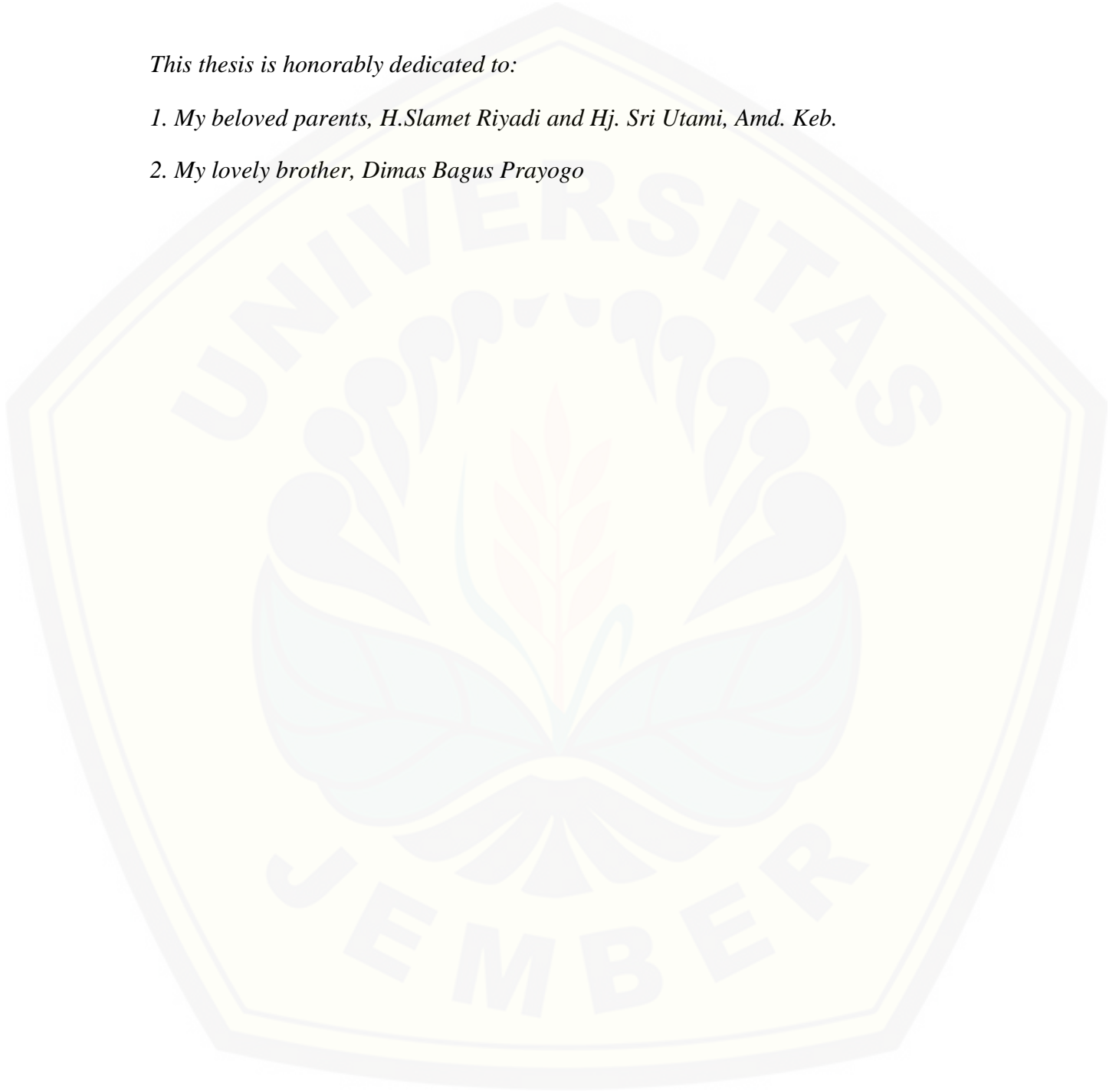
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2015

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, H.Slamet Riyadi and Hj. Sri Utami, Amd. Keb.

2. My lovely brother, Dimas Bagus Prayogo

MOTTO

"Listen with curiosity. Speak with honesty.

Act with integrity."

(Roy Bennett)

_____

Roy Bennett. Available at
http://www.quotegarden.com/speaking.html. [December 4th, 2015].

CONSULTANTS' APPROVAL

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THESIS

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Language Education Study Program, Language and Arts Education Department,

The Faculty of Teacher Training and Education, University of Jember

By:

Name	: Sudhirham Bagus Anggriawan
Identification Number	: 110210401036
Level of Class	: 2011
Department	: Language and Arts
Place of Birth	: Banyuwangi
Date of Birth	: March 09th, 1993

Approved by:

Consultant I,   Consultant II,

Drs. Bambang Arya W.P., Ph.D.   Eka Wahjuningsih, S.Pd., M.Pd.
NIP 196012311988021002   NIP 197006121995122001

iv

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "A Descriptive Study on the Eleventh Grade Students' Speaking Achievement at SMA Negeri Rambipuji" is approved and received by the Examination Committee of the Faculty of Teacher Training and Education, University of Jember on:

Day   : Friday
Date   : November 27th, 2015
Place   : The Faculty of Teacher Training and Education

The Examiner Team

The Chairperson,   The Secretary,

Drs. I Putu Sukmaantara, M.Ed.   Eka Wahjuningsih, S. Pd., M.Pd.
NIP 196404241990021003   NIP 197006121995122001

Members,

Member 1,   Member 2,

Drs. Bambang Arya W.P., Ph.D.   Asih Santihastuti, S.Pd., M.Pd.
NIP 196012311988021002   NIP 198007282006042002

The Dean,

Prof. Dr. Sunardi, M.Pd.
NIP 195405011983031005

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Sudhirham Bagus Anggriawan
NIM 110210401036

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that this thesis has some weaknesses and far from being perfect. Hence, any constructive criticisms and suggestions will be fully and wisely appreciated in order to make this thesis better.

Jember, December 2015

The Writer

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A Descriptive Study on the Eleventh Grade Students' Speaking Achievement at SMA Negeri Rambipuji; Sudhirham Bagus Anggriawan, 110210401036; 2015; 52 pages; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, University of Jember.

Learning English as a foreign language requires the students to learn the four language skills: listening, speaking, reading, and writing. Unfortunately, from those all four skills, speaking is stated by most Indonesian students as the most anxious producing experience. The skill is important to be mastered and it cannot be neglected because it plays an important role in communication. However, during the implementation of the curriculum (KTSP), there has been mismatch between the goals of the curriculum and the evaluation used to measure the success of the teaching and learning process. Teacher tended to teach listening and reading to prepare their students to face national examinations whilst the skills of writing and speaking got less focused in teaching learning process. Consequently, it makes students have very limited time to practise speaking and this may affect the students' speaking achievement.

Based on the above problem, the researcher was interested in conducting a descriptive study of the students' speaking achievement based on five sub-skills of speaking (fluency, pronunciation, grammar, vocabulary, and comprehension). The population of this research was the eleventh grade students of SMA Negeri Rambipuji Jember in the 2015/2016 academic year. In order to be able to obtain more representative data, the researcher decided to apply proportional random sampling method by taking 10% of the total population (196 students). Thus, there were 20 students taken as the respondents.

To obtain the data the researcher administered a speaking test on Monday, September 28th, 2015. The test was in the form of interview. In this test, the respondents were asked to answer the questions that consisted of 12 questions in five

minutes on the topic of "Friendship" using the expression of giving advice, giving warning, granting request or expression relief, pain, and pleasure. In assessing the students' speaking achievement, the researcher used analytical scoring rubric by considering the five sub-skills of speaking: fluency, pronunciation, grammar, vocabulary, and comprehension. The researcher used a formulae from Ali to analyze the students' speaking achievement in general. Then, the students' score distribution in speaking (per sub-skill) was analyzed based on the classification of score levels.

The result of the analysis showed that the students' average score in speaking was 64.2. It means that the eleventh grade students' speaking achievement at SMA Negeri Rambipuji Jember was fair. The students' grammar and comprehension achievement were categorized as good since the scores ranged between 70 – 79. The students' grammar and comprehension scores were 70 and 72 respectively. The students' pronunciation score was 65.5 which categorized as fair. Meanwhile, the average score of students' fluency and vocabulary were 57.5 and 56 respectively which were categorized as poor.

In conclusion, the result of the research showed that the students' speaking achievement was in fair category. Therefore, the researcher hopes that the result of this study will become valuable information for the teacher in teaching speaking in order to improve the students' speaking achievement.

CHAPTER 1. INTRODUCTION

This chapter presents the issues related to the topic of the research problem. It covers the background of the research, the problem of the research, the objective of the research, the significance of the research, and the limitation of the research. Each point will be presented immediately in the following sections.

1.1   The Research Background

As an international language, English has been used by a large number of people to communicate each other. The language is also used to develop sciences, technologies, arts, and cultures. This worldwide spread of English proves that the language plays an important role in the world of communication. One-third of people in the world who speak the language are native speakers, whilst the remaining is either a second or a foreign language speakers (Ali & Bano, 2012:254). This situation has made us aware of the importance of learning English. Ingram and Sasaki (2003:55) state that by learning the language, it will help us understand about different cultures as well as the different way of thinking.

In the English teaching and learning process, there are four language skills namely: reading, listening, writing, and speaking. These four skills should be mastered by each individual learner. Speaking and writing are known as productive skills, while listening and reading are considered as receptive skills (Masduqi, 2009:2). Students as foreign language learners are expected to use English as a means of communication both in oral and written forms.

Speaking is one of the important skills for the students to be mastered and it cannot be neglected because it plays an important role in communication. This skill has interactive process of constructing meaning that involves producing, receiving, and processing information. It is also spontaneous and not always predictable (Brown, 1994:256). This skill is stated by most learners especially EFL learners as

1

their most anxious producing experience. This condition is necessary to be solved so that the students will be more active in speaking class.

In addition, being a good speaker in communication means that learners not only are able to produce the language using good grammar, pronunciation, etc. but also are able to produce the language in social situations. This statement is supported by Widiati & Cahyono (2006:273), who explain that learning to speak English requires more than knowing its grammatical and semantic rules. Learners need to know how native speakers use the language in various contexts.

Teachers have responsibility to make their students able to speak in English because students of second/foreign language education programs are considered successful if they can communicate effectively in the language they learn (Celce-Murcia, 2001:103). In developing students' speaking ability, English teachers need to give lots of concerns on some aspects (sub-skills) of speaking ability itself such as fluency, pronunciation, grammar, vocabulary and comprehension. Richard and Renandya (2002:103) state that speaking as a skill is just like a tree that has some branches and those branches are the sub-skills of speaking. Improving students' speaking ability means that teachers should improve those sub-skills of speaking to be able to speak fluently by using correct grammar, pronunciation, and vocabulary. In conclusion, it is obliged for teachers to give lots of practice on grammar, to practice students' pronunciation, and to enlarge students' vocabulary during English teaching learning process.

In senior high school in Indonesia, English is a compulsory subject. This means that it must be taught by teachers since it is recommended by the Indonesian government. It must be taught for two periods (2 x 45 minutes) in a week. In addition, some objectives of teaching English have been constructed and instructed in the curriculum as guidelines for teachers all over the country. One of the objectives of teaching English in Indonesia as stated in Curriculum Standard Competency for senior high school is to develop the students' skills in using the target language, English (Depdiknas, 2006:307).

However, during the implementation of the curriculum (KTSP), there has been mismatch between the goals of the curriculum and the evaluation used to measure the success of the teaching and learning process. Teacher tended to teach listening and reading to prepare their students to face national examinations whilst the skills of writing and speaking got less focused in teaching learning process. (Putra, 2012:66). It results only a few portions of learning providing students opportunity to practice using the language in communication in the classroom.

From the result of guided interview as the preliminary study of this research which was done on 01st August 2015 at SMAN Rambipuji with the English teacher, it was revealed that although there is no speaking section in the national examination, the teacher thought that it was still important to teach speaking. It was also found that most students were active in the speaking class, but some of them were having difficulties in speaking. The teacher said that their main problem was that they had limited vocabulary. This might result in poor speaking ability since the students did not have enough vocabulary to exprees their ideas orally.

There are some researches to deal with descriptive study relating with students' speaking achievement. Ariningsih (2006:49) made a conclusion based on her descriptive study that students' speaking achievement at SMPN 3 Jember was categorized as good. Her conclusion was that 51% of her respondents were categorized as good. She found that fluency and vocabulary were the sub-skills of speaking that the students poorly achieved. Then, Rouf (2012:47) conducted his descriptive study at SMA N Rogojampi. From the result of his research, he found out that the students' speaking achievement was categorized as good (with the mean score was 72,7). He found out that vocabulary was the sub-skill of speaking that was poorly achieved. From the interview and previous research findings, it can be concluded that from five sub-skill of speaking, vocabulary seems to be the major problem in speaking.

Based on the above description, the researcher is interested in conducting a research entitled **"A Descriptive Study on the Eleventh Grade Students' Speaking Achievement at SMAN Rambipuji"**

1.2   The Problem of the Research

The problem of the research was "How is the eleventh grade students' speaking achievement at SMAN Rambipuji?"

1.3   The Objective of the Research

Based on the research problem, the objective of this research was to describe the eleventh grade students' speaking achievement at SMA N Rambipuji.

1.4   The Significance of the Research

The result of this research was expected to give feedback to the English teacher and give information to future researchers.

1.4.1   For the English Teacher

The result of this research is expected to be useful for the English teacher. They can be used as feedback for the English teacher about the eleventh grade students' speaking achievement. In addition, the result can also be used to develop the teaching learning process to improve students' speaking achievement. Besides, hopefully, the teacher can also find out the students' strengths and weaknesses in speaking.

1.4.2   For Future Researchers

The result of this research is expected to be used as information for the future researchers who want to conduct a similar research whether it is a descriptive, experimental or even classroom action research. For descriptive study, the result can be used as a comparison. For experimental and classroom action research, the result of this research can be used as background of study. It is also expected that there will

be a further research that investigates and describes the achievement of all speaking sub-skills in other language features.

1.5   The Limitation of the Research

This study was conducted in SMAN Rambipuji in the 2015/2016 academic year. There are eighteen classes in this school (six classes for each grade). This present study only deals with the eleventh grade students. There are 196 students in the eleventh grade and the researcher decides to take 20 samples or respondents from the overall population.

For the speaking test, certain text types and language functions have been designed in the KTSP curriculum to be taught in speaking class for eleventh grade in senior high school. In the first semester, the students learn about giving and asking opinion, expressing agreement and disagreement, giving advice, giving warning, granting request, expressing relief, pain, and pleasure, report text, narrative text, and analytical exposition text. In the second semester, they learn about giving objection, expressing love, expressing sadness, expressing shyness, expressing anger, expressing annoyed, narrative text, spoof, and hortatory exposition text. From certain text types and language function mentioned, the researcher decides to choose materials of giving advice, giving warning, granting request, and expressing relief, pain, and pleasure as the materials for the speaking test.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter reviews some theories related to the topic of the present research. There are three major points that will be discussed, namely: (1) language teaching in Indonesian context, (2) the teaching of speaking for senior high school, (3) the language components of speaking skill.

2.1 Language Teaching in Indonesian Context

English in Indonesia is generally taught as a foreign language in which in form of language teaching is different from the second language. According to Rankin (2015), foreign language is a language that is not used as a communication tool in a particular country where the language is taught. Meanwhile, second language is a language that is not the primary language but becomes one of the languages used in general in a country. For example, English in Singapore is a second language. Mass media, communication, and conversation in the country often use the language. Meanwhile, foreign languages are usually taught as a subject in school with the goal of communicating as well as mastering four basic language skills (listening, reading, writing, speaking) in that language within certain limits.

Since Indonesia Independence Day, the government has played an important role in determining the school curriculum, textbooks, teachers, and so on. They have placed English as one of the compulsory subjects. As for the curriculum, recently, the Ministry of Education has introduced the new Curriculum 2013 for each educational level from primary to high schools in the forms of national standards. This curriculum is the revised version of KBK and KTSP with greater emphasis on building students' characters, developing relevant skills based on students' interests and needs, and developing a learning approach that benefits students' cognitive abilities (Kemendikbud, 2013:1). It requires an excessive demand for independent learning in implementing the curriculum. It means that the curriculum will not work well if the students cannot learn independently.

Although Curriculum 2013 has been introduced for this past two years, not all schools implement the curriculum in teaching and learning activities. Some schools in Indonesia still implement KTSP as national standard in teaching and learning activities. During the implementation of KTSP, there have been some criticisms regarding with the result of the teaching English. According to Putra (2014:66), there have been at least two criticisms. The first one concerns with the mismatch between the goals of the curriculum and the evaluation used to measure the success of the teaching and learning process. The goals of the English teaching in KTSP, according to Depdiknas (2006:308), are as follows: (1) developing communicative ability in the target language, both in oral and written form. Communicative ability consists of listening skill, speaking skill, reading skill, and writing skill; (2) stimulating students' awareness of the importance of the mastery of English as a foreign language; (3) developing students' understanding toward the relation between language and culture and shaping the knowledge of culture, so that students will have an insight of cross cultural understanding, which enables them to engage in sociocultural contexts.

However, the implementation of the National Examination for students in grade 9 and 12, which only tests listening and reading, has misled the direction of the teaching and learning of English in Indonesia (Putra, 2012). Instead of focusing on teaching students communication skills in English, in this case speaking and writing, most teachers focus on preparing their students to face national examinations. As a result, more portions on the strategies of answering reading and listening comprehension test are given, but there are only fewer portions providing students opportunity to practice using the language in communication in the classroom which are commonly found.

The second criticism is related to qualification of the English teacher. Lengkanawati (2005:4) mentions that around 50% of participants in her study, English teachers in West Java, were not qualified to teach English because they had very poor English proficiency. Although the sample of the data was considered small, but considering that West Java is located in an urban area which has relatively better

facilities, e.g. public library and connectivity of internet, there seems to be higher percentages of teachers who do not fulfill the minimal requirement to teach English in other areas outside Java.

Some possible solutions to such a problem are follow up program and periodic evaluation each of which should be done in order to see how teachers implement the curriculum and how successfully it has achieved the objectives of the teaching of English in Indonesia. Qualified teachers have to focus on teaching both receptive skills and productive skills so that in communication using the target language students will become proficient.

2.2   Problems of Indonesian Students in Speaking English

Since English is a foreign language in Indonesia, most students are not familiar with it (Hetrakul, 1995). Students use English more frequent inside the classroom and less frequent outside the class. Students' have limited time to learn English in class and they still do not have enough courage to practice outside the class. This brings a problem that makes senior high school students have difficulties to communicate in English.

Dianing (2007) explains that there are two main problems that make Indonesian students difficult to speak in English. The first one is that the environment (outside classroom) does not support students to speak English frequently. Those people may think that the students just want to show off when they speak English for daily conversation. The response that students get makes them lose their self-confidence to improve their speaking. Since students do not want to be rejected by the people around them, so they use their native language in daily conversation.

The second is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. If the students do not have grammar mastery, of course they will not be able to produce grammatically correct sentences. Realizing that their grammar is very

weak, the students feel embarrassed when they want to produce English sentences orally (Dianing, 2007).

2.3   The Teaching of Speaking for Senior High School

Speaking is one of the skills that has to be mastered by students in learning English. Luoma (2007:1) states that speaking skill is an important part of the curriculum in language teaching. The skill is relevant to the ability to communicate by using English expressions in which communicators produce and express ideas. In language learning context, this deals with students' ability to express ideas in English verbally in classroom (Littlewood, 1995:16).

However, most of the students feel that speaking is a difficult skill to be mastered. Brown and Yule (1983:25) note that learning to talk in a foreign language is often considered to be one of the difficult aspects of language learning. Therefore, teacher should create an interesting environment in classroom in order to obtain the goal of language learning. Burkart (1998:7) says that the main goal of teaching speaking is communicative efficiency. Students should be able to make themselves understood, try to avoid confusion in the message due to faulty of pronunciation, grammar, or vocabulary, and observe the social and cultural rules applied in each communication situation.

In senior high school in Indonesia, as had been explained in the previous sub-chapter, there is a mismatch between the goals of the curriculum, in this case the teaching of English in Indonesia in general, and the evaluation used to measure the success of the teaching and learning process (Putra, 2014:66).

It can be concluded from the goals of the curriculum that the main target of the curriculum in senior high school is developing students' communicative competence, in which Aguilar (2007:59) defines as the ability to interact with people from different cultures and countries in a foreign language. In contrast with the goals of the curriculum, the evaluation used to measure the success of the teaching and learning process is National Examination which only focuses on reading and

listening. Because of this reason, claiming that higher score indicates students' high competence in English and success in learning English is of course a fallacy. Although students get perfect grade in UN, it does not necessarily guarantee that they are able to communicate in English. Some studies have shown that a high percentage of senior high school graduates, during the period of the implementation of KTSP, has low proficiency in English communication, although the percentage of students who passed cut-off score is close to 95% (Putra, 2012).

Certain text types and language functions have been designed in the KTSP curriculum to be taught in speaking class in senior high school. As for the eleventh grade students, based on the curriculum, they have to learn some materials in the Table 2.1 below:

Table 2.1 List of Speaking Materials for Eleventh Grade Students

First Semester	Second Semester
Giving & asking opinion	Giving objection
Expressing agreement & disagreement	Expressing love
Giving advice	Expressing sadness
Giving warning	Expressing shyness
Granting request	Expressing anger
Expressing relief, pain, & pleasure	Expressing annoyed
Report text	Narrative text
Narrative text	Spoof
Analytical exposition text	Hortatory exposition text

(Adopted from Depdiknas, 2006:315-320)

Functional language or language function is language that is usually used to perform various functions such as giving advice or apologizing. Green (2012) defines language function as language needed for communication. Language is used for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function. Functional language typically uses fixed expressions for each function, for example: "If I were you" or "My

suggestion is" in giving advice, and "It was my fault" or "Please forgive me" in apologizing.

The researcher focuses the speaking test on a number of language function, i.e.: giving advice, giving warning, granting request, and expressing relief, pain and pleasure. The explanation of the four functional language above is presented below.

1. Giving advice

   It is an expression used when someone wants to give advice to another. Sudarwati & Grace (2013:59) categorize it into several different structures that should be learned by the students in giving advice, they are:

   a) Should

   This is the most common structure for giving advice. After "should" and its negative form (should not), the basic form of the infinitive of the verb is used, for example: "You should wise up", "We should not cheat". It is common to use "I think" and "I don't think" with "should", for example: "I think you should put the answers back", "She doesn't think they should use them".

   b) Had better

   This structure is common in spoken English and it is usually used in the contracted form such as "I'd better", "You'd better", etc. After "had better" and its negative form (had better not), the basic form of the infinitive of the verb is used, for example: "You'd better return the answers to the lecturer", "You'd better not tell anyone that you found them".

   c) If I were you

   This version of the second conditional is often used when giving advice, especially in spoken English. "I" and "were" are used in the first clause, while in the second clause, "would" and "would not" are used. After "would" and "would not", the basic form of the infinitive of the verb is

used, for example: "If I were you, I would give them back to the lecturer", "If I were you, I wouldn't use the answers".

d) Ought to

This is the most formal of the structures used for giving advice and it is uncommon to be used. After "ought to" and its negative form (ought not to), the basic form of the infinitive of the verb is used, for example: "You ought to contact the police", "You ought not to cheat in exams".

2. Giving warning

A warning means giving information of the danger or unexpected situation that may happen if a person does something. He/she wants to warn the person to be more careful. When someone sees a snake on a tree, for example, he/she may shout to his/her friends "Watch out!" It means that he/she informs his/her friends to be aware of the snake. A warning is usually in the form of imperative, but it may occur with the modal "must" and "should". Beare (2015) states that there are a number of formula used when giving warning in English and below are some of the most common formula:

a) Do not…, or you might/will

The use of imperative is followed by might or will in a statement, for example: "Do not push so hard on that toy, or you might/will break it!", "Do not forget to study tonight, or you will fail your exam tomorrow!"

b) Watch out! Be careful!

The use of imperative, for example: "Watch out! Be careful!", "Do not enter wildlife reserve!"

c) Work hard otherwise you will…

The use of imperative otherwise you will/might plus the basic form of the verb to show consequences, for example: "Work hard otherwise you will fail your exam!", "Walk slowly otherwise you will slip!"

3. Granting request

Granting comes from the word grant in which means to give or allow someone, while request is use to ask for something politely (Yulianto, 2012). It means that granting request is an action to give an allowance to someone to grant her/his request who asks for something politely. Below are the examples of how to ask for something politely:

- Would it be possible for you to…

- Would you be so kind to…

- Would you…, please?

- Would you mind …?

- Any chance of…

- Can you…?

- Would you like to…

- Do you mind if I ask you to…

- Could I leave the meeting now?

- May I go to…

- Excuse me, may I…

These are how to grant request:

- Of course

- OK

- Sure, you can

- OK, no problem

- Why not? You can…

- OK, here you are

- I would happy to

- Not at all

- Right away

- Alright

4. Expressing relief, pain, and pleasure

- Relief is a feeling of cheerfulness or optimism that follows the removal of anxiety, pain, or distress (Stevenson, 2010:1497). These are how someone expresses relief:

  o Oh, that's relief.

  o Thank heavens!

- o Oh, good!
- o Oh, marvelous!
- o Oh, what a relief!
- o That's alright, then.
- o Phew.
- o Thank God for that.

- o What a relief!
- o Good for you.
- o I am glad it is done.
- o I feel so relieved.
- o It's very relaxing.

- Pain is an unpleasant sensation occurred in varying degrees of severity as a consequence of injury, disease, or emotional disorder (Stevenson, 2010:1278). These are how someone expresses pain:

  - o Ouch! That was hurt
  - o It is painful
  - o It hurts me
  - o I feel sore all over

  - o My eyes hurt
  - o My body aches
  - o Oh, it is killing me!

- Pleasure is an expression about something that gives or affords enjoyment or delight (Stevenson, 2010:1369). These are how someone expresses pleasure:

  - o Great!
  - o Terrific!
  - o I am pleased.
  - o I enjoyed it.

  - o I love it.
  - o It was terrific.
  - o I am delighted.

2.4 The Language Components of Speaking Skill

Speaking skill is the skill of using language in life situation orally by considering the language components of speaking, namely: fluency, pronunciation, grammar, vocabulary, and comprehension. The language components of speaking skill have to be mastered well by speakers because the quality of speech depends on them. The following section will review the language components of speaking skill in detail.

2.4.1 Fluency

Fluency is one of some language components of speaking skill that should be mastered by the students. It refers to speech that is smooth or flowing (Stevenson, 2010:674). Fluent speech means that words and sounds are connected in a way that sounds natural and un-interrupted. The absence of this smoothness is termed disfluency. Most of the students experience disfluency from time to time as they hesitate, jerky, halting, and fragmentary. Fluency is needed in speaking to avoid misunderstanding between speakers and listeners. When speakers lack of fluency, the minds of the listeners may wander and wrong ideas may be conveyed. It will also create a communication breakdown where listeners will lose interest. It can occur because listeners are not able to understand the message sent by speakers who have poor fluency.

There are two types of fluency. Andrew (2010) divides it into native fluency and conversational fluency. Students are considered having native fluency if they are at the same level of proficiency in the language as a native speaker. Some students are nervous and scared to speak English. They worry that they are going to make mistakes or that no one will understand them. They often worry about speaking in the right tense and some students hesitate to speak. Students with native fluency will not worry about all that. The second type of fluency is conversational fluency which is the aim of learning a new language for most people. It is when students are capable of having a conversation about everyday things such as going shopping, buying a cup of coffee, buying clothes, making jokes, etc. at a normal conversational rate of speed.

There are some condition that should be fulfilled by the students to be fluent speakers. Hughes (2003:111) states that students can be considered fluent if they are able to produce and express the language that is effortless and rhythmical. It is effortless if it is easy to follow and free from any communication breakdown such as halting and circumlocution. In speaking, speakers should speak effortless in order to make listeners interested in the topic. Therefore, in speaking process, speakers have to be able to transfer message effectively.

A rhythmical or evenness speech is important to enhance students' fluency in speaking the language. The expressed speech should have rhythm to differentiate between stressed and unstressed syllables. Gordon (1961:22) say that English rhythm calls for marking the differences between what is stressed and unstressed. Therefore, in order to do that, students need to recognize about the placement of stressed and unstressed syllables to avoid monotonous expressions and to produce speech that is easy to listen and to understand. If they fail to do that, it will create misunderstanding from listeners' point of view.

Speed is also a factor that could influence students' fluency, but it is by no means the only or even the most important one. To ensure that their speech is effective, students should speak at a reasonable pace that is not too fast for the listeners to absorb the message, nor too slow as to bore the listeners. More importantly, students need to pause during speaking. Kow and Pua (2015) state that there are some advantages of pauses during speaking, they are: (1) Give speakers time to recollect thoughts, (2) make speakers appear more confident and in control, and (3) allow listeners time to keep up with and process speakers' message.

However, using too many pauses will make students' speech seems halting and fragmentary that conversation is virtually impossible. There are many reasons why students use too many pauses. Lack of self-confidence is considered as one reason. According to Al-Hebaish (2012:61), self-confidence is the most essential factor that determines students to create conversation with others. In other words, where there is self-confidence, there will be good communication. On the other hand, lack of self-confidence is thought to be the most dangerous barrier for effective communication.

Sometimes, students are also hesitant and jerky (slow) when trying to express their ideas. It might come up when students feel uncertain about what to say next. The uncertainness might be signaled by pauses or even fill the gap using non-linguistic materials such as err, umm, uhm, hhh (Laver, 1994:536). Being hesitant too much, their speech will not be considered as a fluent one. However, hesitation is a natural

part of speech. As Brown (2003) says that human need time to think when they are talking and they use hesitation to give themselves that time. Therefore, it is fine for students to be hesitant occasionally when practicing to speak in English. In this research, the students' fluency is scored based on scoring rubric adapted from Hughes' scoring rubric as presented in Appendix D.

2.4.2 Pronunciation

Pronunciation is another important language component of speaking skill. Stevenson (2010:1422) defines it as the way in which a language or a particular word or sound is spoken. According to Meade, et.al (1961:148), pronunciation plays a great role to the effectiveness of speech. This intends students to be able to pronounce correctly in order to get message across.

Pronunciation becomes a major intention in teaching spoken language because students are required to perform correct pronunciation while expressing their ideas, feeling, or experience (Brown and Yule, 1983:2). To enable to pronounce English words correctly will help speakers convey messages to listeners. Students with good pronunciation are more likely to be understood even if they make errors in other areas of speaking, whereas students whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

Pronunciation is quite different from accent. As explained in previous paragraph, pronunciation is simply the way one produces sounds, individual sounds or combinations of sounds. Meanwhile, accent is the way of pronouncing words and sentences that somehow gives away where people are from. This is due to small deviations and errors in pronunciation, and because it is quite difficult to mimic a native pronunciation in a foreign language (Muller, 2014). Everyone has an accent, and it is possible for an accent to change but it takes years, even decades for it to change significantly. However, what is most important is that it is not necessary to change an accent. Indonesian speaking English will almost always have an Indonesian accent (unless they are totally bilingual), Thai people will always have a

Thai accent in English. This is what people called as heavy accent where speakers have noticeable accent.

In English learning context, pronunciation is aimed at developing students' speaking ability. In this case, students are trained to preserve intelligibility in producing English words. This is supported by Jenkins (1998:121) who notes that intelligibility in English pronunciation provides important insights to the way native speakers produce English words. This means that intelligibility concerns with the recognizable and understandable speech of English which is expressed by correct pronunciation. Furthermore, she summarizes that intelligibility includes segmental and suprasegmental systems of English pronunciation.

According to Celce-Murcia, et.al (1996:10), segmental systems are individual sounds, also known as phonemes (consonants and vowels). Syllables are considered as segmental systems as well. In line with Celce-Murcia, Jenkins (1998:122) defines segmental systems as the core sounds of English. This means that it is important for students to practice pronouncing English correctly. However, many students might have difficulty with particular sounds, sound combinations, or with putting particular sounds in particular positions and this is teachers' task to help them practice further.

The second systems of pronunciation is suprasegmental systems which refers to the way English words are pronounced based on the patterns of voice volume including language intonation and loudness (Thompson and Gaddes, 2004). Students' knowledge about this systems should be improved in order to make English speech easy to listen. One of the factors of this system is intonation. Having good intonation, students can use variation in their pitch. According to Zapata (2009), there are five types of intonation and each type has each own function in communication. They are as follows:

1. Level Intonation

   This type of intonation shows no pitch movement, neither upwards nor downwards. Students will likely to use this intonation if they do not pay attention to their intonation yet. In daily life, the function of this tone is to

convey a feeling of saying something routine, uninteresting or boring, as when calling the roll, asking and answering questions of an application, etc.

2. Falling Intonation

It describes how the voice falls on the final stressed syllable of a phrase or a group of words. It is commonly used on statements, information questions, commands, and confirmatory question tags. Besides, according to Morley (1992:176), to end commands/request and to end interrogative sentences might be the function of falling intonation, for example: "Please, see me in my ↓ room", "Where did you ↓ go?"

3. Rising Intonation

It describes how the voice rises at the end of a sentence. This intonation is common in yes-no question and sometimes it is used to invite speakers to continue talking (Zapata, 2009). According to Gordon (1961:47-48), these might be the function of rising intonation:

a) To end questions having affirmative or negative answer, for example: "Did you go to his house ↑ last night?"

b) To differentiate meaning between two patterns, for example: a. "She is a pro ↑ fes sor" (as a statement of fact) b. "She is a pro ↑ fessor?" (as a question)

c) To state all members of a series in a sentence except the last, for example: "I bought le ↑ mons, app ↑ les, so ↑ ap, and bread".

4. Fall-Rise Intonation

It describes how the voice falls and then rises again. The intonation is used to signal definiteness combined with some qualification or what Yallop (1995:57) calls as "No, but …" interpretation. For example if someone asks someone else whether he is busy or not, and he is suspicious that this is a prelude to ask him to do a job, he may answer "No, but …" with a fall-rise intonation to indicate his mixed feelings.

5. Rise-Fall Intonation

It describes how the voice rises and then falls again. It conveys strong feeling of approval, disapproval, emotion, shock and surprise. For example: "Really? I do not think that he would do that".

Meanwhile, intonation is not the only point that should be taken as consideration in learning pronunciation. Being loud enough when practicing to speak in English, students might perform English speech that can be heard and understood well by others. As Meade, et.al (1961:144) suggest "use enough volume to be heard but lower your pitch". Finally, it can be said that students can produce clear speech of English by pronouncing words correctly, using good intonation, and enough voice volume. In this research, the students' pronunciation is scored based on scoring rubric adapted from Hughes' scoring rubric as presented in Appendix D.

2.4.3 Grammar

Teaching spoken language does not mean that it will only be about speaking, but it is also required to know more about the patterns of language. Students' accuracy in speaking the target language does not only concern with the appropriateness of language, but also concern with grammatical acceptability (Heaton, 1988:97). Radford (1988:2) describes that grammar consists of a set of rules or principles which specify how to form, pronounce, and interpret phrases and sentences. In this case, students are expected to use a set of rules or principles of the target language properly because the use of grammar will give positive effect to the effectiveness of the conversation among students. Radford (1988:30) states that through grammar we will know the way to be fluent in a language, so that the listeners do not get difficulty to understand what they mean.

Like any human learning, foreign language learning is inseparable from making errors. Grammatical error is a term used for an instance of faulty, unconventional, or controversial usage in grammar. It is widely recognized that the usage of certain function words in English is difficult to master. For example, the

misuse of articles and prepositions are among the most frequent types of grammatical errors. Lee and Seneff (2008:1) state that grammatical errors made by non-native speakers may be influenced by their first language. According to Mardijono (2004:70), there are two types of grammatical errors: morphological and syntactic errors. Morphological errors involve the use of possessive case, basic verb, past participle, present participle, infinitive, adverb, adjective, verb and noun. Syntactic errors fall into the categories of noun phrase, verb phrase, transformations. Errors in noun phrase are related to determiners, number, pronoun, preposition; errors in verb phrase involve the verb be, tenses, verb construction, and some transformations consisting of negative transformation, and passive transformation.

In English teaching and learning activity, students are expected to perform understandable utterance of the target language. Students' poor structure which is signaled by imperfect control of patterns might influence the effectiveness of their speaking ability. Radford (1988:30) says that a grammar can tell us what we need to know in order to be fluent in language. Since it is also important to be learned by students, it is necessary for teachers to improve their students' knowledge about it. In this research, the students' grammar is scored based on scoring rubric adapted from Hughes' scoring rubric as presented in Appendix D.

2.4.4 Vocabulary

Vocabulary is very important to produce an utterance in a language. Without vocabulary it is impossible for someone to speak certain language. Hornby (1995:859) defines vocabulary as a number of words which make up a language. Students must be familiar with English vocabulary before they are practicing to speak in English. If they have limited vocabulary, they will face difficulties in communicating with others. This might result in poor speaking ability since students do not have enough target language vocabulary to discuss certain topic when they practice to speak.

Based on Zhou (2010:15), there are two types of vocabulary, they are receptive and productive vocabulary. The first refers to words that students recognize and understand when they occur in the context, but which they cannot produce correctly. Meanwhile, the second one refers to words which students understand, they can pronounce correctly, and use constructively in speaking and also writing (Hatch and Brown, 1995:370). Besides those two type of vocabularies, Atkinson (1993:1) divides vocabulary based on the use of words, there are three types of it, and they are: (1) general vocabularies are those words that all people use, for example, pretty, force, and side, (2) specialized vocabularies are words that people in two or more special groups use, for example, heel, socket, and tackle are examples of specialized vocabulary, (3) technical or professional vocabularies are those that people in only one profession use, for example, pawls, gantry, and reeving.

English is known for its extensive vocabulary. Where many other languages have only one or two words which carry a particular meaning, English may have five or six. Moreover, the meanings of these five or six words may differ very slightly and in a very subtle way (Evans, 2000). It is important for students to understand the connotation of a word. Having an extensive vocabulary will make students capable to cope with complex practical problem and varied social situations. To solve such problem (question from other speakers), there would be a whole set of arguments to be built with the outcome of one argument linked to the next by students. Without knowledge of extensive vocabulary, nothing can be solved in the absence of plenty of words that each represent a unique meaning (Nicholson, 2014).

Some students might have limited vocabulary. As vocabulary is equally important as other language components of speaking skill, teachers need to direct their students by developing appropriate materials. Teachers should be able to motivate students to enrich and practice their target language vocabulary. If students with limited vocabulary encounter a communication breakdown as they do not know what a particular word in the target language is to refer to a particular thing, they will likely use typical way such as circumlocution. Stanton, et.al (2014:1) state that

circumlocution is a term when many words are used to describe what could be said with fewer, e.g., "a machine that takes moisture out of the air" instead of "dehumidifier". In this research, the students' vocabulary is scored based on scoring rubric adapted from Hughes' scoring rubric as presented in Appendix D.

2.4.5 Comprehension

Understanding what other people say is more complicated than it might at first appear. It involves a variety of skills, processes, knowledge, and dispositions that are used to derive meaning from spoken language. According to Ylvisaker (2008), comprehending spoken language involves much more than knowing the meaning of words and understanding what is intended when those words are put together in a certain way. There are many aspects to consider in fully comprehending what another person says, for example: hearing, auditory processing, and words knowledge. In speaking, besides fluency, pronunciation, grammar, and vocabulary, students are also expected to comprehend what other people say to them.

The ability to integrate the separate sounds of a word (phonemes) into a meaningful word which is known as auditory processing is considered as the most important aspect in comprehending spoken language (Ylvisaker, 2008). Understanding a spoken language, it is assumes that the spoken sounds are correctly perceived as phonemes of English. Forel and Puskas (2005:31) define phonemes as the smallest units of spoken language that make a difference to meaning (e.g., the sounds that "t", "a", and "n" make in the word 'tan').

In addition, word knowledge which refers to knowing the meaning of words is also considered to be important in comprehending spoken language. Ylvisaker (2008) notes that knowing the meaning of a word is more than knowing what that word refers to. For example knowing the meaning of the word "horse" includes knowing that horses are animals, that they engage in specific types of activities, that they have many functions, that they have a certain size, shape, and other attributes, that they are characteristically found in specific places, and the like. Understanding spoken

language requires an adequate vocabulary. Word meanings may be concrete (e.g., "ball" refers to round objects that bounce) or abstract (e.g., "justice" refers to fairness in the pursuit or distribution of various types of goods and services).

However, even if students' auditory processing are perfectly normal and they have an adequate word knowledge, sometimes they simply cannot comprehend what other people say because the speed is too fast. Based on its speed, Hughes (2003:132) divides speech into three categories: slow, normal, and rapid speech. On her website, Marshall (2008) states that an average American English speaker engaged in a friendly conversation speaks at a rate of approximately 110–150 wpm (word per minute). It means that it can be categorized as slow speech if it is less than 110 wpm and it is rapid speech if it is more than 150 wpm. In this research, the students' comprehension is scored based on scoring rubric adapted from Hughes' scoring rubric as presented in Appendix D.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the discussion of the research method which applied in this research. It includes research design, area determination method, respondent determination method, operational definition, data collection methods, and data analysis method.

3.1   Research Design

Research design is a planning for doing a research. Based on the research objective, this research belongs to descriptive study. McMillan (1992:144) notes that a descriptive study simply describes a phenomenon. This means that this research design investigates the real situation of certain population. Therefore, this research is intended to describe the students' speaking achievement covering fluency, pronunciation, grammar, vocabulary, and comprehension.

This research was intended to describe the eleventh grade students' speaking achievement at SMAN Rambipuji. The primary data was analyzed by applying formula, while the supporting data was analyzed descriptively. Then, the result was consulted to the classification of the score level to know the students' score level.

In addition, Arikunto (1999:245) states that the characteristics of a description research are as follows:

1. It does not need an administration of controlling the treatment.
2. It does not need to prove hypothesis, but it describes everything that occurs in the real situation.
3. The researcher works objectively and systematically for describing the content of the problem.

The procedures used in this research were as follows:

1. Determining the research area. The research area was SMAN Rambipuji which was determined by using purposive method.

2. Determining the research respondents. The research respondents were the eleventh grade students of SMAN Rambipuji in 2015/2016 academic year.

3. Constructing the research instruments. The research instruments used in this research were speaking test by using interview, interview, and documentation.

4. Collecting the data. It was done by administering speaking test using interview.

5. Analyzing the data. The primary data was analyzed by using a formulae from Ali, while the supporting data was analyzed descriptively to support the primary data.

6. Concluding the results of the data analysis.

3.2 Area Determination Method

SMAN Rambipuji was chosen as the area of this research. The school was determined based on purposive method. Arikunto (2002:128) says that purposive method is a method applied based on certain purposes or reasons. While Fraenkel and Wallen (2000:104) note that in using purposive method, researchers use their judgments to select a research area that they believe will provide the data they need. For this reason, some judgments are determined by the researcher. First, the headmaster gave permission to conduct the research in th school. The second, there had been no research investigating about this topic at this school.

3.3 Respondent Determination Method

The research respondents were the eleventh grade of SMAN Rambipuji in the 2015/2016 academic year. The total number of population was 196 students from six classes. Four classes consisted of respectively 30, 31, 32, and 33 students; and two classes consisted of 35 students. Then, the research respondents were determined based on proportional random sampling by considering the number of the population that was more than 100. Therefore, 10-15% or 20-25% of the population could be taken as the research respondents (Arikunto, 2002:111-116). In this research, 10% of

the total population was taken as the research samples or respondents. The number of respondents was 10% X 196 that was 20 students. Then, they were taken proportionally from six classes. There were two classes with 4 representatives and four classes with 3 representatives. The respondents from each class were chosen randomly by using lottery.

3.4   Operational Definition

There is only one operational definitin used in this research and below was the explanaton about it.

3.4.1   Speaking Achievement

Speaking achievement in this research refers to the students' achievement in performing speaking in giving advice, giving warning, granting request, and expressing relief, pain, and pleasure indicated by the scores covering the aspects of fluency, pronunciation, grammar, vocabulary, and comprehension.

3.5   Data Collection Methods

There were two kinds of data needed to solve the research problems: the primary data and the supporting data. The primary data was taken from speaking test (interview) and the supporting data was taken from interview and documentation.

3.5.1   Test

Arikunto (1999:139) defines test as a set of questions, exercises, or other instruments which are used to measure skill, knowledge, intelligence or aptitude of an individual or group. In addition, Hughes (2003:5) states that test is necessary to gather information about people's language ability. Thus, it can be said that measuring students' speaking achievement is related to the given test.

In this research, the test was administered to measure students' speaking achievement covering their fluency, pronunciation, grammar, and vocabulary, and comprehension. The form of the test was teacher-made-test with "friendship" as the

topic of the test. This means that the test was conducted by the researcher and was consulted to the English teacher and the consultants. The test was in the form of interview. Hughes (2003:119) states that interview is the most common format for the testing of oral interaction. The questions of the interview were related to the topic learned in the eleventh grade. Students' voices were recorded by using mobile phone.

The researcher asked the respondents from each class to come to language laboratory. They were: three respondents from XI IPA 1, three respondents from XI IPA 2, three respondents from XI IPA 3, three respondents from XI IPS 1, four respondents from XI IPS 2, and four respondents from XI IPS 3. After the respondents from XI IPA 1 finished their test, the researcher called the respondents from XI IPA 2, then respondents from XI IPA 3 were called after the respondents from previous class finished their test. After that the respondents from XI IPS 1 were called, then the respondents from XI IPS 2 came after that, and the last four respondents from XI IPS 3 were called after that. Each of the respondents was asked to have the speaking test (interview) randomly. To avoid the students who have done the tests tell other students who have not about the test, the test was done in the first until fourth period when the learning process happening. While one of the respondents having the test, the rest of the respondents were waiting to get their name called. Each of the respondents was given five minutes to do the speaking test. They were given ten seconds to think about the answer to the question given. If the ten seconds passed, the researcher would continue to the next question. The questions were based on the interview guidelines that can be seen in Appendix E.

Analytical scoring method was used to give score of speaking test in this research. It was used to know the students' speaking performance. Hughes (2003:100) defines analytic method as a method of scoring system which requires a separate score for each number aspects of a task. Therefore, the use of scoring guide was necessary. Hughes' scoring rubric for each component of speaking which includes fluency, pronunciation, grammar, vocabulary, and comprehension was used in this research. The highest score was 5 and the lowest score was 1. To avoid

subjectivity, the scoring was done by two scorers independently, they were the researcher and the English teacher of SMAN Rambipuji. Before giving scores, the English teacher was trained to use the Hughes' scoring rubric.

Validity and reliability in constructing the test were the main concern in this research. Hughes (2003:26) states that a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. which is meant to be concerned. This test represents the indicators of speaking test which measures fluency, pronunciation, grammar, vocabulary, and comprehension. The topic of the interview is based on English curriculum used by the English teacher. Therefore, the test is considered as a valid test based on its content.

Dealing with reliability, a reliability test was conducted. The reliability applied in this research was inter-rater reliability. It is a method which involves two different scorers to give scores in a test. To make sure that both scores of each respondent are reliable, the researcher computed the scores in SPSS using Kappa which is generally used to measure the reliability of inter-rater scoring method. It ranges generally from 0 to 1.0 (although negative numbers are possible) where large numbers mean better reliability. The reliability coefficients were interpreted based on the list in the table below.

Table 3.1 Kappa Interpretation

Reliability Coefficient	Interpretation
< 0	Poor agreement
0.0 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

(Landis & Koch, 1977:159)

3.5.2 Interview

Interview was used to obtain the supporting data about the teaching of speaking in the eleventh grade at SMAN Rambipuji. According to Arikunto (1999:231), interview is the fastest way for collecting the data.

Arikunto (2002:132) divides interview into three types:

1. Unstructured interview is an interview where the interviewer does not use a set of questions. The interviewer may ask many things as long as they are relevant to the data needed.

2. Structured interview is an interview where the interviewer prepares a set of question that is arranged in advance.

3. Semi structured interview is an interview where the interviewer asks a list of questions that has been prepared before but the interviewer may develop the questions as long as they are relevant to the information needed.

In this research, guided interview as the preliminary study was done on 01st August 2015 at SMAN Rambipuji. It was used to obtain information about the teaching of speaking in the eleventh grade students SMAN Rambipuji. The interviewee was the English teacher of SMAN Rambipuji.

3.5.3 Documentation

Arikunto (2002:135) states that documentation is a method of collecting data by investigating the written materials such as books, magazine, documents, rules, etc. The document in this research was used to get the supporting data about the list of the students' name.

3.6 Data Analysis Method

The purpose of data analysis is to present the obtained data to be analyzed and interpreted to get meaningful information (Ali, 1993:83). He also notes that there are two ways of analyzing data, they are: qualitative and quantitative method. In this research, the students' scores of speaking test on fluency, pronunciation, grammar,

vocabulary, and comprehension were analyzed by using descriptive quantitative method which was more objective than descriptive qualitative method because qualitative method is collecting, analyzing, and interpreting data by observing what people do and say, whereas, quantitative method refers to counts and measures of things.

The primary data taken from the test was analyzed by using the following formulae:

$$E = \frac{n}{N} \; x \; 100$$

Notes :

E   = The score of the students' speaking achievement

n   = The score obtained by the students

N   = The total score of the test (25)

(Adopted from Ali, 1993:186)

The steps in analyzing the data were as follows:

1. Transcribing students' recording in speaking test
2. Scoring the results of the speaking test
3. Analyzing the results of the test by using the formulae
4. Classifying the results of the data analysis based on the classification of the score levels below
5. Describing the results to answer the research problems

The result of data analysis was analyzed descriptively based on the classification of the score levels below.

Table 3.2 The Classification of the Score Levels

Score (%)	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
< 39	Fail

(Adopted from the English Teacher)