

**AN ANALYSIS OF SOME CAUSAL FACTOR OF DIF FICULTIES IN
SPEAKING ENGLISH ABILITY OF THE MEMBER DESTOREL
ENGLISH CLUB OF SENIOR HIGH SCHOOL 8 JAMBI**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Education in English Department**



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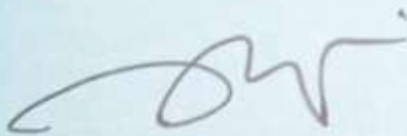
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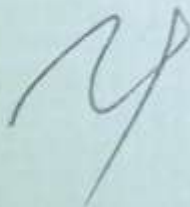
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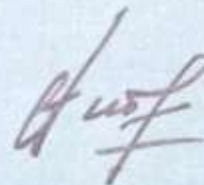
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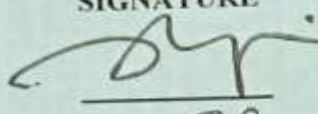

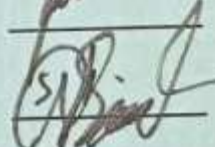
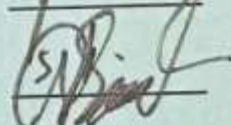


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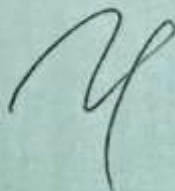
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DECLARATION

Hereby I state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

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DEDICATION

This research paper dedicated for:

1. My beloved parents, Syafrisal Dihendri and Yuli Yani, who always give me the best prayer, support, sacrifice, motivation, strength, and so many things that I cannot count of all.
2. My beloved sisters and brothers, Yusuf Habibie and Muhammad Ramadhan for praying, motivating, supporting, and always cheer me up in finishing this research.
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5. I am thankful for all people who have helped me and contributed in the completion of my thesis. Thank you very much for giving me support, suggestion, inspiration and pray. Allah bless you in life.

MOTTO

الْجَنَّةَ إِلَى طَرِيقًا بِهِ لَهُ اللَّاحُ سَهَّلَ عِلْمًا فِيهِ يُلْتَمَسُ طَرِيقًا سَلَكَ وَمَنْ

“Whoever treads a path in search of knowledge, Allah will make the path to paradise easy for him”.

(HR. Muslim, no. 2699)

ABSTRACT

Zahir, S. H. 2022. An Analysist Of Some Causal Factor Of Difficulties In Speaking English Ability Of The Members Of Destorel English Club Senior High School 8 Jambi At The Twelveth Grade At Senior High School 8 Jambi City. Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, University Of Batanghari, Jambi, 2021. First Advisor: Dr. Suyadi, M.A. and Second advisor: Kartika Dewi, S.Pd., M,Pd

This study aims to determine analyze some students' ability about learning English in Destorel English Club of senior high school 8 in the city of Jambi. This research is a mix method research. The data collection technique was obtained through interview and recorded. The results showed that according to students learning English is very easy to understand if students want to learn to understand it, the interest of students of Senior High School 8 Jambi city in receiving learning is also supported by learning support facilities such as books, English dictionaries, and other online English dictionary sites. In addition, the assignment given by the teacher also raises student ability. Based on the research results, it can be concluded that according to students speaking ability in speaking English is very easy. Students' difficulties in receiving learning is also supported by supporting facilities for learning English such as books and dictionaries. Teachers always use two languages to interact with their students in learning English, namely by mixing Indonesian. Students always actively ask teachers and friends about learning English that students do not know, and students do not apply English in their daily life due to lack of vocabulary and lack confidence in interacting with other people in using English.

Keywords: *Speaking, Difficulties, Senior High School.*

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In the name of Allah SWT the Almighty and Merciful Praise is only to Allah for all his abundant blessing, mercies and guidance, so that the writer is able to complete this paper. Sholawat and Salam may be given to our prophet Muhammad SAW who has brought people from the darkness to the lightness from the stupid era to the smart era as we can feel right now.

Alhamdulillahirobbil'alamin, in blessing to Allah, the Almighty and the lord of the universe, who has bestowed upon the writer in complementing this paper entitled "An Analysis Of Some Causal Factor Of Difficulties In Speaking English Ability Of The Member Destorel English Club of Senior High School 8 Jambi" as one of requirements for achieving the graduated degree in education of faculty of Teacher Training and Educational of Batanghari University.

The writer is fully aware that this paper cannot be completed and finished without other people's help. Therefore, in this opportunity the writer would like to express his big thanks and deep gratitude to:

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2. DR. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Faculty of Teacher Training and Educational Sciences of Batanghari University.
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8. My parents and my family who always give motivation and pushing so that become the power for the writer in completing and making this paper research until the end.
9. Finally the writer realizes that this paper is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution the development of English education. May god bless us in the right path, Aamiin.

Jambi, July 27 2022

Sebrina Hendri Zahir

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is regarded as an international language that people use to communicate with individuals from other countries. Algeo and Butcher claim that (1997). There are four talents in English: speaking, listening, reading, and writing. Because we express our own ideas and transmit them to others with diverse backgrounds and mother tongues, speaking is the most crucial talent. This is not as simple as it appears, since we must first manage and process the first language in our thoughts, and then express and convert the information in another language. Because if we use the wrong words, we risk misinterpreting the audience and causing a misunderstanding.

One of the most important skills for English language learners to develop is speaking. Speaking is one of the most essential abilities for English language learners to improve since it is the capacity to engage with others and encompasses a wide variety of skills (Tinjaca & Contreras, 2008). (Hadfield & Hadfield, 2012). Harmer (2007) also expresses his viewpoint on speaking, stating that successful spoken communication requires not only language characteristics understanding, but also the capacity to process information. Because of the requirement for both linguistic characteristics and social processing, not all students are able to practice the language verbally, despite the fact that speaking is one of the essential parts of communication, according to Richard and Renandya (2002:210). (2019, Tasmia)

The most common difficulty encountered by English learners is difficulty

speaking the language. (Zhang, 2009) suggested that speaking is still the most difficult skill for most English learners to grasp, and that they are still unable to communicate verbally in English. The following are some of the elements that make it difficult to speak English: Inhibition. Students are afraid of making mistakes, are afraid of criticism, or are simply timid; in general, students have no reason to express themselves. Participation is poor or unequal. . Due to big courses and the tendency of some students to dominate the atmosphere, only one participant can speak at a time. Others speak very little or not at all. In reality, some of the barriers they experience make it difficult for them to have effective speaking talents. The researcher's goal is to look at the obstacles that pupils confront when learning English. (2019, Elsa & Wahid)

The challenge is describing the "likeness" of difficulty. Things like seeing the color blue, tasting food, and feeling hungry or sick come to mind. Interview was the term used by interview to describe this process. This is not anything we can point at or touch in our hands like other things in this world. We have not been able to compute a lot of things. We still haven't figured out how to measure it accurately. (Marlow, Kristina, 2013) During simple challenges, we will learn about how the mind integrates information, focuses attention, and allows us to report on mental states. Despite the lack of a piece of paper, such problems are simple to solve since all that is required is for us to identify the processes that explain these actions.

"Easy questions are physical in origin and fall under the empirical sciences of psychology, cognition, and neuroscience." Given the current trajectory of mind research, we are certain that we will be able to meet these obstacles one day."

(ibid) "On the other hand, difficult problems may never be addressed at all." The difficult difficulties include determining why awareness develops in the first place, given the correct configuration of brain tissue. What makes it difficult is that we can't just point to a physical mechanism to fix it since it would be the simple option. Instead, we want to know why a specific physical system produces awareness rather than something different or nothing at all. Consider a physics analogy: knowing all of the equations that predict how mass and gravity interact does not explain why they interact the way they do. We must turn to more technical ideas incorporating relativity, quantum physics, or string theory to comprehend why mass and gravity interact." (ibid)

Perhaps the difficulty in finding anything challenging is the issue. frequently do not understand the distinction between tough and impossible. Difficult is not synonymous with impossible; it just necessitates a significant amount of mental, physical, or intellectual work, as well as a significant amount of time. The more complex the work, the longer and more effort it will take.

Because speaking is one of the four basic language abilities, it is an important aspect of language instruction. Brown (2004: 140), to be specific, the mouth. Someone who is proficient in pronouncing words in English might be classified as fluent in speaking.

Furthermore, to be considered fluent, every phrase said must adhere to the syntax and norms of English, as well as the laws of pronunciation. It is true that it is difficult for non-native speakers to do so, particularly in states where their native language is not English. From the family to the organization to the government, people in Jambi speak practically daily in their native tongue, which

is jambinese. Although English is rarely used in teaching-based institutions, it is particularly prevalent in Indonesia. except when it comes to English study.

Speaking is the most challenging skill for English language learners, and none of the English Club pupils have it. Fluent in English in Senior High School 8 Jambi, but struggles in English speaking lessons, particularly in English speaking. The English Club was chosen by the researcher. Destorel English Club At Senior High School 8 Jambi, the English extracurricular is highly essential, because English is very important at this school. While other schools limit the time allocated to learning English, the teachers at this school highlight the importance of having solid English skills, especially in speaking. They recognize that speaking is required when students participate in competitions, particularly when promoting students' English Club activities.

Students seldom identify speaking analogues in speaking issues. The issue arises most frequently in the speaking activity, when the speaker is unable to locate an equivalent in the source language for the target language. Students at Destorel English Club Senior High School 8 Jambi, for example, faced several common problems in speaking English, including a lack of student vocabulary, a lack of understanding of the grammar or structures used in English texts, students' low understanding of pronunciation, students' difficulty generating ideas in speaking, and their inability to arrange words in a coherent manner.

Aside from that, the pupils are unable to discover terms in the source language that correspond to the target language, particularly in speaking. Students are also perplexed about how to translate news item content from English to Indonesia in such a way that it has a decent pronunciation and is easily

understood by audiences. Students at Destorel English Club Senior High School 8 Jambi should be able to grasp and relate news that they have read, as well as locate explicit and implicit information in a narrative text.

Given the importance of students' capacity to speak English, the researcher is interested in examining the challenges in students' ability to speak English based on this explanation.

According to preliminary observations made at Destorel English Club Senior High School 8 Jambi, there are some issues with English speaking learning, such as a lack of vocabulary to learn English, a lack of motivation to learn English, a lack of courage to speak English, and students' low self-esteem in using English in speaking class, as well as their lack of confidence to speak English in front of their circles. Furthermore, the instructor is still unable to recognize the pupils' challenges in speaking and is unable to establish a tough teaching learning environment in the classroom.

Finally, while utilizing and learning news item text as a medium to increase the ability of English students is one of the most commonly assessed by instructors, kids who are able to speak English in school are still a small minority. The use of reading news item text as a medium to enhance students' ability to speak English is still a medium to improve students' ability to speak English. According to the researchers' experience as an English instructor, it is extremely difficult to increase students' capacity to express themselves verbally, despite the fact that news item text is frequently used in the learning process.

Considering that imitating news item text should be applied as a learning medium now and see there are still obstacles in the using of news item text in the

process learning in improving students 'ability to speak in English and reveal the difficulties.

Considering that imitation news item text should be used as a learning medium currently, and seeing that there are still barriers to using news item text in the learning process in enhancing students' ability to speak English and revealing the challenges.

In addition, additional language difficulties such as a lack of vocabulary, a lack of grasp of grammatical patterns, and improper pronunciation have become sources of frustration and incapacity to communicate in English class.

In conclusion, according to the researcher's self-experiment, Destorel English Club Senior High School Negeri 8 Jambi faces challenges in learning English. Language exposure is limited, for example, because English is not spoken in English behavior. Destorel English Club Senior High School 8 Jambi students only get four to five hours of college time every day, which is insufficient for them to grasp the language. This also happens to the researcher, who learns that she lacks sufficient speaking competence while being a member of the English Club. As a result, the researcher believes it is critical to look at the issues pupils at Senior High School 8 Jambi encounter when it comes to speaking English and how to address them. After much thought, the researcher decided to do this study. As a result, the thesis, titled “An analysis of some causal factor of difficulties in speaking English ability of Destorel English Club Senior High School 8 Jambi.” was written.

1.2 Identification of the Problem

Based on the background of study, the researcher tries to identify the

problem; Members Of Destorel English Club Senior High School 8 Jambi students have difficulties in speaking English ability.

1.3 Limitation of the Problem

In this research, the researcher limits the problem about the problems of the students in English speaking at Destorel English Club Senior High School 8 Jambi.

1.4 Formulation of the Problem

Based on the background of the problem above, the researcher makes the problem of the research are arrange as follows: What are the difficulties in speaking faced by the students of Destorel English Club of Senior High School Negeri 8 Jambi?

1.5 Objective of the Research

To find out the problem of Members Of Destorel English Club Senior High School 8 Jambi students have difficulties in speaking English ability. using narrative text of news item text at Destorel English Club of Senior High School 8 Jambi.

1.6 Significance of the Research

The results of this study expect to provide benefits both theoretically and practically :

A. Theoretically

The results of this study can be use as a reference for those who want to examine ability in speaking English.

B. Practically

1. For students

The research can help lecturers to seek solutions to overcome these difficulties. This research hopefully can also provide an input for teachers to raise their awareness of students' difficulties in speaking English in class.

2. For teachers

The research can help lecturers to seek solutions to overcome these difficulties. This research hopefully can also provide an input for teachers to raise their awareness of students' difficulties in speaking English in class.

3. For future researchers

The results can be use for future researchers who focus on studying student problem analysis in the difficulties and ability in speaking english.

1.7 Definition of Keyterms

1. Speaking

Speaking language is an interactive process of constructing meaning, which involves generating, receiving and processing information (Brown 1994).

2. English

English is the native language of people in England, but nowadays people all over the world use and speak English. (Crystal 1997).

3. Speaking Difficulties

Speaking difficulties are difficulties that speakers could have when dealing with speaking skills.

4. English Club

The English community responsible for teaching English and learning based at Senior High School.

5. Narrative Text

Narrative text is a text in which the narrative agent tells a story (Bal, 2009:2).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition of Speaking

Nowadays, we live in a society where everyone needs other people. Language as a tool to communicate is used to help human beings to interact with each other. Speaking is the process of conveying meaning to another person via producing, receiving, and processing facts or information (Burns & Joyce, 1997). Meanwhile, according to Scott Thorn burry (2005:1), speaking is a natural aspect of our daily lives that we take for granted. Speaking is considered a skill to practice and develop in language teaching and learning. Speaking is a complicated talent that should be taught everywhere, according to Celce-Murcia (2001), and it is a skill that learners acquire best in groups. We can all agree that speaking is the most crucial skill in learning a language based on the ideas above.

Speaking, on the other hand, is not as straightforward as it appears. The norms of communication in language must be understood. When persons from similar cultural and linguistic backgrounds meet together, they can readily communicate with one another since they both understand the language they speak without having to adjust. You may have language abilities if you speak a foreign language. It is critical for persons who speak foreign languages to comprehend the rules of the language. "When individuals meet, they exchange pleasantries, engage in small conversation, recall recent events, and so on, since they want to be nice and create a comfortable zone of contact with each other," writes Richard (2008). This suggests that having a good command of the English language or having a good command of the English language is.

This indicates that the ability to communicate effectively in a fluent spoken language or through solid oral communication skills is essential for humans to stay in touch. There's no reason why language learners can't speak the language they're learning because language is a means of communication.

English has recently surpassed Chinese as the most widely spoken language on the planet. In Indonesia, for example, English is taught in schools and universities because it is seen as a key material topic that students must understand in order to study English. The purpose of learning English is to strengthen students' communication and public speaking abilities so that they can communicate and engage with people from all over the world. To reach the aim, students must put up effort and hard work, practicing English not only in the classroom but also in other places. Because the more time spent mastering the language, the greater the outcome. The students can get used to the language and also gain more confidence as well they are speaking english.

2.2 Definition of Teaching Speaking

Teaching, according to Schlechty (2004), is the skill of exposing understudies to behave in ways that are expected to lead to learning, as well as an attempt to begin understudies to act in ways that are expected to lead to learning. By calling teaching a "art," Schlechty meant that teachers must create environments that encourage learning and then persuade students to have a powerful curiosity about what they are learning. Furthermore, according to Melby (1994), teaching is more than just assigning subjects or courses; it is also an art that allows students to engage completely in the learning process - the instructor embraces each student and has a positive attitude toward individual variations.

Meanwhile Smith (2004) believes that teaching is the process of carrying out activities. Facts have proved that experience can effectively make students learn. Smith then said that teaching is the result of learning - learning is the teacher's responsibility, and if the student does not learn, it is the teacher's fault at all. He added a sentence in his statement, pointing out that teaching is engaged in certain moral tasks or activities, the purpose of which is to induce learning. From those definitions above, we can see that students get the chance in learning speaking by teachers who give them more opportunity to learn properly in that subject.

On the other hand, Brown (2007) defines teaching as demonstrating or assisting others in learning how to do something, providing guidance, guiding in the study of something , providing information, causing to know or understand. Here means the students get chance in learning something they do not understand yet, where the teacher gives guidance in order the students get the knowledge more. In addition, Suyadi (2017) believes that teaching English in every study program needs to meet its study program objectives in order to meet the students' needs in their target knowledge fulfillment. This means that students can concentrate on achieving the learning goals that have been determined.

2.3 Indicators of speaking

Brown (2004:157) argues that there are six indicators of speaking such as grammar, vocabulary, comprehensive, fluency, pronunciation, and task. But, for this research, the researchers only take 4 indicators to be evaluated which are grammar, vocabulary, fluency, and pronunciation due to lack of capability that the researcher does not have.

1. Grammar

In an English discussion, everyone requires grammar to organize the proper phrases. Grammar refers to the process of combining, changing, and managing words in order to achieve specified meanings in sentences. It's such a crucial component because if the structure is improper, the meaning will be different, which might lead to confusion and misinterpretation.

According to Harmer (2001:12), grammar is defined as a description of how words in a language may alter their shape and be integrated into sentences. "Even while grammar develops more slowly than vocabulary, it is not a collection of unchangeable rules," says Eastwood (2002). There are occasionally conflicts regarding what constitutes proper English and what does not. Incorrect grammar is frequently employed in casual communication," which implies that grammar establishes a rule for English learners so that they can utilize the optimal structure according to the location and time.

Knowing grammar include learning how to properly form sentences, when to apply grammatical patterns, and how to correctly understand sentences. It presupposes not just how the language is put together and how it functions, but also the methods and patterns for picking and combining words.

2. Vocabulary

In English, vocabulary refers to a group of words. It is necessary to grasp vocabulary while learning a second language in order to have a better understanding when expressing anything in English. The more vocabularies a learner has, the easier it is for him or her to talk in another language.

According to Richards and Renandya (2002: 255), vocabulary is a critical

component of language competency because it provides much of the groundwork for how learners talk, listen, read, and write. Learners who do not have a wide vocabulary or skills for extending their vocabulary typically do not realize their full potential and may be deterred from taking use of accessible language learning opportunities, such as listening to a native speaker or utilizing language in context.

3. Fluency

When it comes to speaking, fluency in English is characterized as being able to do so naturally, rationally, and rapidly. When someone attempts to communicate in English, their fluency becomes apparent. A person is said to be a fluent speaker of a language when he can utilize its structures properly while concentrating on content rather than form, employing units and patterns such as automatically at normal conversational speed when they are needed, according to Hartman and Stork (1976,p. 86). This indicates that fluent speaking refers to someone speaking swiftly but yet paying attention to the idea's continuity and not abruptly halting in a circumstance.

4. Pronunciation

Because written phrases or words in English have a distinct sound than the writing itself, students learning English should be cautious of misspellings, which can lead to misinterpretations and the failure to achieve communication goals. Pronunciation is the production of a sound system, according to Paulston & Burder (1976). The speech system does not interfere with communication from the standpoint of the speaker or the listener. Furthermore, Richard and Schmidh (2002) defined pronunciation as a way of making certain sounds. So,

pronunciation is a sound system that can generate a specific sound while also having a single meaning that does not conflict with the meaning of the communication made by the speaker and the listener.

"Pronunciation is the process of delivering the genuine sounds of letters in words, as well as the true accents and amount of syllables," Mulatsih (2015:295) says. The ability to employ the right emphasis, rhythm, and intonation of a word in a spoken language is referred to as pronunciation. Apart from that, pronunciation is the act or effect of creating speech sounds such as articulation, stress, and intonation, frequently in accordance with some standard of correctness or acceptability. Because words in English have similar sounds but various meanings, this implies that the pronunciation is transferred verbally through the process, ensuring that each word has the right meaning. Based on the foregoing, it may be inferred that proper pronunciation is a goal in communication. This is due to the fact that certain words have a similar sound to them.

Based on the foregoing, it may be inferred that correct pronunciation is a goal in communication. This is due to the fact that certain words sound alike despite having different meanings. The audience may be misled if the speaker pronounces a word inaccurately.

5. Comprehension

Comprehension becomes a crucial component of speaking. This test assesses one learner's comprehension during a discussion. Comprehension refers to how well a pupil grasps a language. Comprehension, according to Hornby (1995), is "the power of understanding" and "an exercise intended at

enhancing or evaluating one's grasp of a language, whether written or spoken." As can be seen, comprehension is the objective of every learner learning a language.

6. Task

A task, according to Willis (1996), is an action in which the learner uses the target language to attain a communicative purpose. This indicates that when anything is implemented, it must be accompanied with goals that will lead to its subsequent influence or effect on something; in this case, it is language.

2.4 Indicator of Successful in Speaking Class

The core of learning motivation, learning opportunity, and personal learning aptitude are all factors that influence language learning success. Hornby (1995:2) defines ability as the mental, physical, and intellectual capacity, power, and skill necessary to perform a task. Meanwhile, according to Littlewood (1998:62), a person's capacity to learn is frequently limited to cognitive elements, such as intellect and a set of more particular language-learning abilities.

Because persons who know a language are referred to be speakers of that language, Ur. Penny (1996) argued that speaking is the most significant talent among the four abilities (listening, writing, reading, and speaking). This demonstrates how critical it is to master the language.

According to (Ur, 19996:120), there are four characteristics of a successful speaking activity which include:

a. Students talk a lot

The students have the chance to talk as much as possible. It will be the best if the time allocated to the activity is the student's talking time.

b. Participation is even

The class discussion is going well, and all of the students are participating. As a consequence, it isn't dominated by a few talkative pupils; rather, everyone in the classroom has an equal chance to express and share their ideas through speech.

c. Motivation is high

The students are enthusiastic about the subject, which boosts their desire to help them reach their goals.

d. Language is an acceptable level

Children utilize speech to express themselves. It's crucial since it's not only needed to transmit but also required to receive a message, resulting in continuous communication.

Based on the preceding explanation, the study discovered that the significance of learning motivation, learning opportunity, and personal learning ability are all markers of success in speaking class. And a good speaking activity has four characteristics: the students speak a lot, participation is evenly divided, enthusiasm is great, and the language is appropriate for the pupils. Once the students have achieved all of the qualifications, they are classified as effective English speakers.

2.5 Theories Of Speaking

Speaking is considered the most important language skill, especially in English, because one of the markers of a person's language proficiency is their ability to communicate. As a result, it's vital that students learn how to communicate so that they can master it. To teach speaking, the teacher must create

as many learning activities as possible and support them with various teaching media, particularly visual media such as pictures, realia, and television, so that learning activities are more varied, interesting, and motivate students to actively participate. Visual media offers a wide range of learning possibilities that may enable students to think creatively so that they always have something new to say when they wish to speak.

"Speaking is an action that produces utterance for oral communication," according to (Keith and Marrow). It indicates that this activity involves two or more individuals, with each participant having an objective or a set of intentions that he desires. Participants are both hearers and speakers, and they must react to whatever they hear and offer their input quickly. As a result, the English teacher should encourage students to talk by engaging them in communicative language activities in the classroom and subsequently providing many opportunity for them to practice their speaking skills. Speaking, according to Bailey (Bailey 2000), is an interactive activity in which speakers produce, receive, and analyze information in order to generate meaning.

Speaking skills are important part of the curriculum in language teaching (Luoma, 2009:1). Speaking is one of four abilities that must be learned in order to learn English effectively. Speaking, like writing, reading, and listening, is a productive language skill. Before speaking, effective language needs go through a mental process, often known as a thought process. People must communicate when they wish to convey something or send information. Speaking English as a foreign language is a challenging talent to teach and acquire since learners must master certain skills such as knowing how to use a dictionary, correctly pronounce

words, and comprehend grammar. When students desire to talk, they should consider all of these factors. 2018:59 (Haryudin and Jamilah). As a result, the most challenging component for learners to grasp is speaking ability. This is difficult because when people wish to communicate or say anything to others, they must consider a number of linked factors such as thoughts, the language used, what to say, how to utilize syntax and vocabulary, pronunciation, and listening and reacting to interlocutors. According to some experts, there are several definitions for speaking. Speaking is the process of verbally communicating or exchanging ideas (Eliyasun, Rosnija, and Salam, 2018:1).

As a result, if students do not learn how to speak English and do not practice in the classroom, they will quickly lose interest in studying and will lack desire to learn or practice the language. Learners who do not have good speech skills at this year may struggle to maintain face with their peers in subsequent years. Furthermore, speaking is a means for people to express themselves and communicate with others verbally, according to Zuhriyah (2017:122).

Because people's everyday activities cannot be isolated from engagement and communication, speaking is the primary way to communicate with others in the social society. Meanwhile, according to Leong and Ahmadi (2017:34), speaking entails not just pronouncing words through the lips (utterance), but also communicating a message. People can communicate with others via speaking to transmit information and ideas, express their opinions and feelings, share their experiences, and bring up social relationships. Speaking is the most crucial of the four language abilities, according to Ur (2009:120), since people who learn a language learn a language are referred to as the speakers of that language.

speaking not only know Learners not only need to know how to generate certain aspects of language, such as grammar, vocabulary, and pronunciation, which are all part of linguistic competence, but they also need to know when, why, and how to use sociolinguistic competence to produce language. Speaking English is a foreign language, according to Haryudin and Jamilah (2018: 61), and mastering it requires a lot of practice. The students should practice outside of class as well as in class because with enough practice, they will develop a habit of using English and communicate smoothly.

Based on the above explanations, the researcher can conclude that speaking is one of the most important skills in language, and that it is also the first way to communicate and interact with others orally, as well as produce specific points of language, and that the researcher also understands how to use linguistic competence. Speaking is the most challenging element of teaching and learning English since it requires knowledge of grammar, vocabulary, and pronunciation, as well as some linguistic components. As a result, speaking is a technique for communicating with others and interacting with them. People can use speaking to get or exchange information, ideas, knowledge, and other things.

From those theories, the researcher finds that speaking is crucial for communicating with others and that it is utilized as a medium for expressing ideas, views, thoughts, and feelings to others based on those notions:

1. Teaching Speaking

The purpose of English teaching and learning in Indonesia is to build communication skills, which comprise listening, speaking, reading, and writing in proportion. As a result, the teacher should assign pupils speaking

tasks and provide them opportunities to communicate with others in the target language.

According to (Harmer, 2000), there are three main reasons why giving students speaking tasks that encourage them to utilize any and any language in their comments is a good idea. These are the ones:

2. Rehearsal

Allowing students to have open talks allows them to practice having debates with one another outside of the classroom. The teacher instructs the pupils to practice outside of the classroom in order to determine how they might enhance their speaking abilities. Students can enhance their speaking abilities outside of class by using these.

3. Feedback

Students are given speaking activities in which they must utilize all of their knowledge of language to provide feedback to both the teacher and the students. The teacher can observe how well their students are doing and what linguistic issues they are having. Students may also observe how simple a certain type of speaking is for them and what they need to work on to enhance their speaking ability. Students' activities may provide them with a great deal of confidence and happiness, and with careful instructor direction, they can be encouraged to pursue further education.

4. Engagement

Good speaking activities can be highly motivating student. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they was get

tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher was explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as „speakers“ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

A. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan such as:

1. Think about the context of learning a second language and a foreign language. Since the target language is used almost every day, it needs to be clarified that the target language is a second language context and a language of communication in society.

On the other hand, in the context of foreign languages, the target language is not the communication language of society. Therefore, it is very difficult to learn to speak in this context.

2. Give the opportunities for the students to develop both fluency and accuracy. Provides students with the opportunity to acquire both fluency and accuracy. Fluency is such that the speaker can use the language quickly and confidently without any hesitation or unnatural pauses. The accuracy is such that the student's language matches what people actually say when using the target language. Entertain your students with pair work and group work. These activities helped prolong students' speaking practice and limit teachers' speaking.

Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

3. Consider the idea of negotiating meaning. The goal is to clarify things and make sure everyone understands each other. For better comprehension, you can ask for clarifications, repeats, or explanations at any time throughout the chat.

4. Incorporate both transactional and interactional speaking guidance and practice into classroom activities. The term "transactional communication" refers to a type of communication that takes place between two

B. Measurement of Speaking Skill

Their speaking ability was adopted by Arthur Hughes (2007) in collaboration with FSI (Foreign Service Institute) to see how students' speaking skills improved after being treated with some problem sticks. Measured by Speech Measurement. There are 5 components with a rating range of 16 and the weighting points vary from lowest to highest.

Speech measurements include several elements extracted from student abilities, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

C. Pronunciation:

1. Pronunciation is often incomprehensible.
2. Frequent failures and very heavy accents are difficult to understand and require frequent repetition.
3. Foreign accents require intensive listening, and pronunciation errors lead to occasional misunderstandings and obvious grammatical and vocabulary errors.
4. Marked foreign accent and occasional mispronunciation that does not affect comprehension
5. There are no noticeable pronunciation errors, but they do not count as native speakers.
6. Native pronunciation with no trace of foreign language accents.

D. Fluency :

1. Speech is so stuttery and fragmented that conversing in it is nearly difficult.
2. Except for shot or usual lines, speech is sluggish and inconsistent.
3. Speech is often hesitant and jerky, and phrases are frequently left unfinished when speaking.
4. Speech is hesitant at times, with some unevenness due to rephrasing and grouping for English terms.
5. The speech is natural and fluid, yet the pace and evenness are noticeably non-native.
6. Deliver all professional and general themes with the ease and fluidity of a natural speaker.

2.6 Previous Studies

This investigate points to discover out the troubles in talking confronted by the understudies of course Destorel English Club Of Senior High School 8 Jambi. The strategy approach that's utilized by the analyst was the blend strategy. Talking test was conducted as the subject of the inquire about was 13 understudies who were chosen from comfort examining. The discoveries appeared that Destorel English Club it were 1 student who nearly got the culminate score which suggests she did not discover any trouble in talking, 4 understudies have trouble in pronunciation use, 12 understudies have trouble in fluency, 1 understudy finds small trouble in vocabulary, 2 understudies discover small trouble in familiarity, and no one has troubles either in comprehension and task perspective. Too the result of students' level capacity appeared that there's as it were 1 understudy who

is within the amazing level, 8 understudies seldom found challenges in talking since they are within the great level, and there are 5 understudies whose levels are.

The second research was done by Fitri Nur Hadiah The goal of the study, titled "An investigation of students' problems in speaking English at an Islamic senior high school in Kota Baru Seberida," was to uncover the challenges and causes that cause pupils to speak English. This research made use of quantitative descriptive analysis. Twenty students from Madrasah Aliyah Kotabaru, Grade IX, took part in the activity. A questionnaire was employed to do the analysis. The results revealed that learners' speaking difficulty is categorized into a powerful level. Students' academic and conversational English abilities are valued at an average of 4.05. 3.66 is the average level of linguistic barrier. Access to speaking opportunities has a 3.53 average value. The difficulty of the speech technique has an average value of 3.29 out of five characteristics of students' English-speaking challenges, the average negative score is 3.29, and the average positive value is 3.13. In summary, this research has a recurring theme: the most common difficulty of speaking problems is academic and conversational English abilities, as well as linguistic impediments. This research and the researcher's research have one thing in common: both of them attempted to evaluate the challenges. Meanwhile, the contrasts are that this study focused on high school students as its subject, employed quantitative analysis as a technique, and employed a questionnaire as the research instrument.

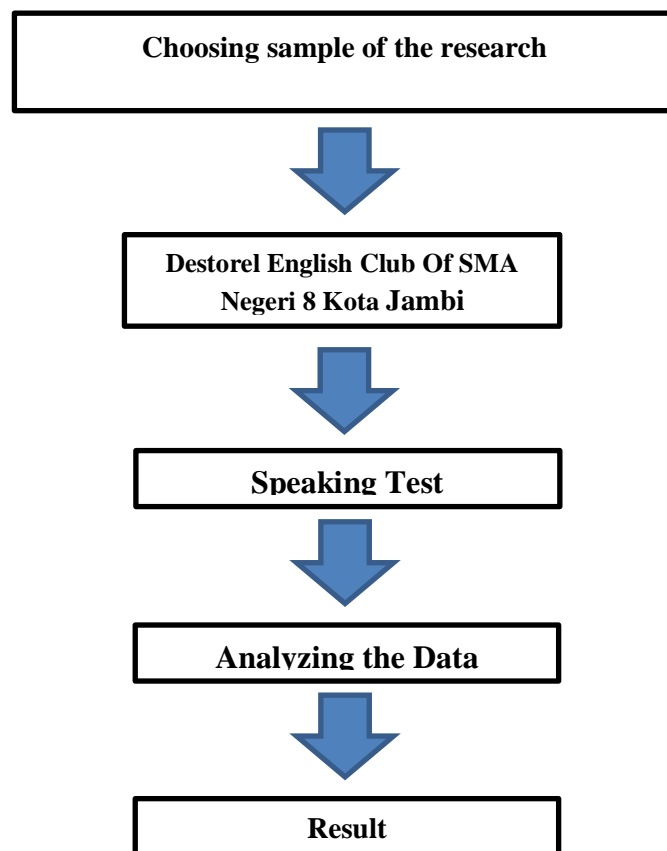
Laras Apryla completed the third study in 2021. The title of the research is " Students' Problems In Speaking English At Senior High School 6 Sarolangun" and it was conducted to discuss the difficulties and factors perceived by senior

high school students of SMA 6 Sarolangun Grade 10 n learning speaking, as well as their efforts to overcome the difficultie. To collect data, the researcher focuses on the problem of English speaking students in SMA 6 Sarolangun. Speaking is very important for social life that helps people communicate. SMA 6 Sarolangun students face many problems in learning English, especially in speaking. The purpose of this survey is to find problems in students speaking English. This research design is a descriptive, qualitative research instrument for observation, questioning, and documentation. The survey was conducted at SMA 6 Sarolangun from March to June 2021. A total of 30 people of the XA class and B class were studied. Data analysis revealed that researchers identified several problems students had when speaking, including lack of vocabulary, pronunciation, grammar, fluency, tension, and shyness. Most of them said they had problems speaking because of lack of vocabulary, practiced English and felt insecure. From the data showing that Laras Apryla have the same cases with this reasearch causes it have a difficulties in speaking english, but in Senior High School 8 Jambi using interview and reading the narrative text.

2.3 Conceptual Framework

This analysis is at first started by having some understanding on English speaking. This reveals to analyze students' difficulties in speaking of English Destorel English Club Senior High School 8 Jambi . The outline of however this research is within the following figure below:

Figure 2.1: Conceptual Framework



These are some of the methods that will be employed in this study. To begin, the researcher uses the convenience sampling approach to choose the sample for this study. The researcher then obtains the sample, which will be Destorel English Club Senior High School 8 Jambi, who will participate in this study. The researcher will next conduct a speaking test in which the participants will be given a news item text and will be required to read it. While reading, the

researchers began recording the footage. The researcher must then capture audio based on the five questions asked by the 14 students at Destorel English Club Senior High School 8 Jambi during the interview. The researcher will assess the data after it has been obtained. Finally, the

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researchers in this study utilized a mixed technique approach. Mixed methods research incorporates philosophical assumptions as well as research methodologies. The direction of data collection and analysis, as well as quantitative and qualitative data in a single or series of research, are all part of methodology. It entails a set of philosophical assumptions that result in mingling. Its primary assumption is to combine quantitative and qualitative techniques rather than relying solely on one or the other. to have a deeper understanding of the issue (Creswell & Plano Clark 2007)

Mixed method research, according to Johnson, Onwuegbuzie, and Turner (2007), is a form of study in which a researcher or group of researchers uses both qualitative and quantitative research methodologies (eg, using qualitative and quantitative perspectives). , as well as data collecting). Technology for interpretation and reasoning

The purpose is to broaden and validate knowledge. Researchers in this study take a hybrid method, as they employ tales to explain the findings, as well as data for estimation.

3.2 Setting of the research

Setting of the research of Senior High School 8 Jambi which is located in Marsda Surya Dharma Street (Kenali Asam Bawah) in Baru, Jambi. This research is conducted at this place because the students at Destorel English Club of Senior

High School 8 Jambi. The researcher chooses this school because the researcher has known well about the condition of this school and most of the students had problem with the speaking. The author concentrates on the Destorel English Club 13th pupils' study.

3.3 Subject of the research

The Destorel English Club class at Senior High School 8 Jambi is the topic of this research. The samples for this investigation were chosen from expeditious samples. Accessibility, geographical closeness, availability at specified moments in time, and involvement in a research are all examples of expedient sampling, according to Dornyei (2007). Researchers will pick 13 students from the Destorel English Club who are willing to engage in the study based on this statement.

3.4 The Instrument of the Research

The method used in this study is voice assesment. According to Brown (2004: 157), voice assesment has two general components: accuracy and fluency. Vocabulary, grammar, pronunciation, stress and intonation are all accurate.

This means that accuracy refers to the ability of a person to form the correct sentence using the correct grammar and vocabulary. Fluency, on the other hand, is related to the importance of speaking and spontaneity. In the test, the researcher asks a few questions and sees how to answer those questions. You also need to voluntarily give answers to see how well you understand the question itself. Speaking time depends on each student's reaction. Ultimately, participants' reactions are an assessment of their speaking ability. All responses are recorded to

minimize errors when assessing speaking skills using a tape recorder. Responses are then scored using the speaking criteria adopted by Brown (2004) to assess speaking ability in order to obtain valid data. After the score is calculated, the researcher ranks each participant's speaking ability by the level ability score of Harris (1974).

3.5 Technique of Data Collection

In this research, the researcher uses a speaking test. The goal of this study is to look at the challenges Destorel English Club Senior High School 8 Jambi faces when speaking English in terms of six different elements, including grammar, fluency, pronunciation, comprehension, vocabulary, and tasks. During a speaking test, replies to questions might be written down on paper, tape-recorded, or a mix of both.

The researcher also use test validity in order to gather dependable results. Validity refers to the extent to which the data gathered covers the actual survey region (Ghauri and Grand Haug, 2005). As the term "validity" indicates, "measure what needs to be measured" (Field, 2005).

To measure students' speaking difficulty, the researcher employs speaking evaluation criteria developed from Brown in this study. In this instance, the researcher will require the assistance of an English specialist during the review procedure. This is done to avoid variations while assigning ratings in order to acquire reliable data.

3.7 Technique of Data Analysis

The data in this study was evaluated utilizing a mixed method approach, with the results of prior secondary data being used to ensure research focus. The

quantitative approach is used to count computations that will reveal each participant's outcome. While the qualitative technique is used to explain in detail why pupils receive such a score at the conclusion of the day.

3.2.1 The following are the techniques researchers use to analyze their data.

A. First, the researcher asks the pupils questions, and they must respond.

Researchers keep track of their thoughts and remarks on a certain subject. Researchers don't talk about his theories, no matter what they say in response to the five questions.

B. Second, researchers will rate six characteristics of grammar, pronunciation, fluency, understanding, vocabulary, and the final goal during the speech, using Brown's speaking criteria. Using Harris' modified speaking ability score, the researchers attempt to determine each participant's speaking level.

C. Third, Expert assistance is required for researchers. In this scenario, an expert in the field of English who can vouch for the validity of the research findings in order to minimize assessment bias.

D. Finally, researchers may locate and analyze data, as well as establish what challenges they have faced when speaking English.

3.2.2 Population and Sample

A group is a bigger group of people with whom the researcher wishes to speak (Lodico, 2006:140). Destorel English Club at Senior High School 8 Jambi City was the study's target population.

Table 3.1
The criteria of Oral English Assessment

No	Aspect	Rubrics	Score
1	Grammar	Equivalent to that of an educated native speaker.	5
		Capable of accurately using the language on all levels generally relevant to professional demands. Grammar mistakes are uncommon.	4
		Grammar is well-controlled. Ability to participate successfully in most formal and casual conversations on practical, social, and professional themes by speaking the language with adequate structural precision.	3
		Can typically handle basic structures with accuracy, but lacks a full or confident command of the grammar.	2
		Although the speaker makes many grammatical errors, a native speaker who is used to dealing with strangers attempting to speak his language may understand him.	1
2	Pronunciation	Educated native speakers consider it equivalent to and totally accept it.	5
		Pronunciation errors are uncommon.	4
		Errors never obstruct understanding and only obstruct the native speaker on rare occasions. Accents that are plainly foreign may be present.	3
		The accent is understandable, but it is frequently incorrect.	2
		Pronunciation mistakes are common, but they may be avoided.	1

		comprehended by a native speaker who is used to dealing with non-native speakers seeking to communicate in his language.	
3.	Vocabulary	Educated native speakers accept speech on a level in all of its aspects, including vocabulary, idioms, colloquialisms, and cultural allusions.	5
		with a high degree of lexical precision, can comprehend and engage in any discourse within his range of experience.	4
		able to communicate well in most official and casual conversations on practical, social, and professional themes by speaking the language with a sufficient vocabulary He rarely needs to scrounge for a term since his vocabulary is so extensive.	3
		possesses a sufficient verbal vocabulary to communicate himself using just circumlocutions	2
		Speaking vocabulary is insufficient to communicate any requirements other than the most basic.	1
4	Fluency	Has comprehensive command of the language, such that his words are understood by educated native speakers	5
		Able to communicate smoothly in the language on all levels that are generally relevant to professional demands. Can fluently engage in any discussion within the scope of this encounter.	4
		can talk about certain skill interests with relative ease It's rare that he has to stutter for words.	3
		Most social circumstances, such as introductions and informal chats about current events, as well as job, family, and personal material, may be handled with confidence but not with ease.	2

		(There isn't a defined fluency description.) For a sense of implied fluency, look at the other four language categories.)	1
5.	Comprehension	Equivalent to that of an educated native speaker	5
		Within his expertise, he can comprehend any talk.	4
		At a regular speaking tempo, comprehension is pretty complete.	3
		Can catch the essence of most non-technical talks (topics that require no specialized knowledge)	2
		Can grasp simple inquiries and assertions if provided with slower speech, repetition, or paraphrasing within the confines of his relatively limited language knowledge.	1
6	Task	Speaking ability on par with that of a well-educated native speaker.	5
		Even though he is rarely mistaken for a native speaker, he can reply effectively in strange settings. Can perform casual interpreting from and into a variety of languages.	4
		Can take part in most official and casual talks about practical, social, and professional issues.	3
		Capable of meeting ordinary social and job expectations; need assistance in dealing with any complications or obstacles.	2
		Capable to ask and answer questions on topics that he is familiar with. Able to meet normal travel demands and the bare minimum of civility. (Should be able to order a basic meal, request shelter or accommodation, ask for and offer directions, make purchases, and tell time.)	1

Adapted by Brown (2004)

The overall speaking score for each student was calculated by combining the six characteristics of speaking together (fluency, pronunciation, grammar, vocabulary, comprehension, and task). A method from Gay was used to compute the proportion of each student's test scores (1981).

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

P= Percentage of student's level

F= Student's total score

N= Maximum score

The students' skill scores from the test were then classified to assess their ability level. As a result, the following classification was used:

Table 3.2
The Level of Speaking Ability

No.	Test Score	Level Ability
1	80%-100%	Excellent
2	60%-79%	Good
3	50%-59%	Average
4	0%-49%	Poor

Adapted by Harris (1974)

As the table above shows, there are four degrees of speaking ability. If a kid receives an 80 percent to 100 percent on an exam, they are at the highest level, which is great. Meanwhile, kids who had a score of 0% to 49% have the lowest level, which is bad. The researcher uses an example to illustrate his point. For example, if a student receives a total score of 20, that number is reduced by 30 (the highest score) and then multiplied by 100 percent, the end result is 67 percent. It indicates that the student's level is satisfactory.

Student	Grammar					Pronunciation					Vocabulary					Fluency					Comprehension					Task					Total score
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1					✓					✓																					28
2			✓					✓					✓					✓							✓			✓			18
3			✓					✓					✓					✓					✓					✓			15
4			✓					✓					✓					✓					✓					✓			15
5			✓					✓					✓					✓					✓					✓			15
6			✓					✓					✓					✓					✓					✓			15
7		✓					✓					✓					✓						✓					✓			13
8			✓					✓					✓					✓					✓					✓			13
9		✓						✓					✓					✓					✓					✓			12
10			✓					✓					✓					✓					✓					✓			10
11			✓				✓					✓					✓						✓					✓			8
12			✓				✓					✓					✓						✓					✓			8
13		✓					✓					✓					✓						✓					✓			7

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Findings

This chapter delves into the details of the data acquired from the speaking exam done on Destorel English Club Senior High School 8 Jambi`s class. The purpose of the exam was to measure the participants` ability to speak English in a context similar to how English students speak the language. Initially, the researcher intended to administer the exam to all 18 students in the class, but the test could only be administered to 13 students who were willing to participate. The data was gathered in January 2022 by the researcher.

The finding also includes the level of all participants in speaking English which is accumulated by each aspect getting summed up then the result will be divided by 30 which is the maximum score and then getting multiplied by 100% . For example, if a student scores 4 points on each side, the student's total score will be 24, divided by 30 and multiplied by 100%. That means 80% has reached the highest level in the speaking test. Shows that they are good at using English as a spoken language.

4.1.1 Result from the Speaking Test

In order to acquire the information, the researcher performed a speaking exam in which the researcher asked several questions about their ability to talk since they have been in this Senior High School 8 Jambi for approximately three years. The researcher will verify each element, and if there is no check mark, the subject will earn a score of 0. The researcher then displays the data in the table below, which is based on the data acquired by the researcher:

Table 4.1
The Students' Speaking Result

Student	Grammar					Pronunciation					Vocabulary					Fluency					Comprehension					Task					Total score		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
1				√					√					√						√						√						√	28
2			√					√					√					√						√					√		18		
3			√					√					√					√						√					√		15		
4			√					√					√					√						√					√		15		
5			√					√					√					√						√					√		15		
6			√					√					√					√						√					√		15		
7		√					√					√					√					√					√				13		
8		√					√					√					√					√					√				13		
9	√						√					√					√					√					√				12		
10		√					√					√					√					√					√				10		
11		√					√					√					√					√					√				8		
12		√					√					√					√					√					√				8		
13	√						√					√					√					√					√				7		

The researcher also records how each student who took part in the study fared on the speaking test:

Before asking the students the questions, the researcher had them read the news item text headlined is “President Donald Trump will bring the full power of the US government to combat human trafficking” . After that, the researcher gives the first question “How do you think about the text?” And the second question “How do you think about the text?”. The third question is “How do you understand about the problem in the text?”. The fourth question is “How do you think about human trafficking in U.S.A.? ”. And the fifth question is “How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A.? There are 6 important aspects in speaking such as Grammar, pronunciation, fluency, vocabulary, understanding, and the ultimate job are all significant parts of

speaking. Which of the aforementioned elements do you believe is the most difficult to understand and why? After the researcher delivering the list of question, student will replied the question briefly and it is reliant on their competence in speaking English.

4.1.1.1 Based on Indicators

Here's the researcher explains why all the participants got such score in each indicator:

1. Grammar

Student 1 who got the perfect score did not make any grammatical error when answering the researcher's questions. Student 2, student 3, student 4, student 5, and student 6 got 3 score since their errors in grammar are quite rare. Student 13 made mistake when he said "approximately" Since is an adjective, the verb that is supposed to use is "am. Student 7 said "travel hubs" which she used the incorrect to be. Student 10 did a swapped sentence structure where she said "foreign". Student 11 did an error when she said "occur". Student 13 made 1 grammatical error as well which is "devoting".

2. Pronunciation

Only student 13 got perfect score in this indicator since did not make any mispronunciation. Their pronunciations are very clear and correct.

Meanwhile student 2, student 3, student 4 student 5, student 6, student 8, student 9, and student 10 all got 3 score in pronunciation aspect since their errors in pronunciation are quite rare. Student 7 also could not pronounce the word "think" correctly and also mispronounced the word "enough", but after realizing her mistake, she used the proper pronunciation in the next "called". "not providing enough

3. Vocabulary

There is no perfect score in this indicator since it was not difficult for her to find the correct words. Meanwhile all the students except student 2,7,8 and student got 2 score because their vocabulary are broad enough that they rarely had to grope for a word. They just needed a little time to continue their words. In another hand, the student 3,4,5,6,9,10,11,12 student 13 since they has speaking vocabulary sufficient.

4. Fluency

The student 1 got the 5 score in fluency aspect as well since she is very fluent in speaking English. Meanwhile for those students who got the 2 score students student 2, student 3 student 4 and student 5,6, & 7. In another hand, student 8,10,11, student 12 and student 13 only got 1 score since they were having a little problem with their fluency.

5. Comprehension

The student 1 student 10 got 5 score since she's equivalent to that of an educated native speaker. Meanwhile student 2,3,4,5,6,7 and student 8 got the 3 score which student 9,10,11,12 & 13 is got 1 score since their comprehension is quite complete at normal rate of speech.

6. Task

All the students got similar score except student 1 got 5 score in the task aspect. With their ability in speaking English, they can participate effectively in most formal and informal conversations on practical, social, and professional topics. Meanwhile student 2,3,4,5,6,7 and 9 whose score is the highest among all the student got 3 score in this indicator since she would rarely be taken as for a native speaker but she can respond appropriately even in unfamiliar situations.

Another student 8 got 2 score and student 10,11,12,13 got 1 score which the lowest score.

Next, after the score which students achieved from the test got accumulated then it should be divided by the maximum score which is 30 and then it should be multiplied by 100% to classify every student's level of speaking abilities which formula is taken from Gay (1981).

Table 4.2
The result of Students' level

Name	Total score	Percentage score	Level
Student 1	28	90%	Excellent
Student 2	17	56%	Average
Student 3	15	50%	Average
Student 4	15	50%	Average
Student 5	15	50%	Average
Student 6	15	50%	Average
Student 7	13	43%	Poor
Student 8	13	43%	Poor
Student 9	12	40%	Poor
Student 10	10	30%	Poor
Student 11	8	26%	Poor
Student 12	8	26%	Poor
Student 13	7	23%	Poor

Here the researcher also describes the speaking ability score of each student which determines their respective level as following: Student 1 who reached 97% for her speaking ability percentage gets the excellent level which means that her speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. This also shows that student 1 has the highest level among the other 13 students. Meanwhile, student 2, student 3, student 4, student 5, student 6, student 10, student 11, and student 13 are in the good level which indicated their abilities in the second highest level. On another hand, student 3, student 4, student 6, student 12, and student 14 are in the average level where their scores are in 50 % to 59% which means their levels are average.

4.2 Discussion

From the results of the data presented, it can be seen that there are some difficulties which the students of the Destorel English Club Senior High School 8 Jambi are facing when it comes to speaking English.

Some students still have difficulty in grammar when determining which tenses to use for certain situations that make them feel nervous when conveying their ideas. Even the basic structure of present tense is still too confusing for them to be understood, which makes them sometimes describe it by using the past tense or use the present future to tell about what is still happening, etc. In addition, some students find it difficult to decide which to be to use when expressing their ideas.

Some of them are experiencing difficulties in pronunciation aspect are making some mispronunciation of words. For instance, a participant has wrongly

pronounced the word “our” as “hour” besides, another participant has mistakenly pronounced the word “because”. In addition, the effect of an individual’s accents also affects how the words get pronounced. Many students are unable to pronounce the word “think” perfectly. Other participants were also experiencing problems because some of them pronounced the words in very Indonesian style. Sometimes it can be understood, sometimes it can be a problem.

Next, some students are having difficulties in fluency as well. This is closely related to the poor vocabulary mastery which causes a long slang to find the right words to say afterward. Some participants only need a few seconds to be able to continue the sentence, some needed a few minutes with lots of “mmm”.

When it comes to comprehension aspect, some participants have good understanding. They can answer to the researcher question without having to ask for the repetition and also they are capable to give the exact respond as what researcher expected. Meanwhile the last aspect in the speaking ability criteria is the task aspect, which almost of the participants got 3 points because they have the ability in participating in most formal or informal situation by using their English, meanwhile only one person who is able to communicate in new environment with her English even though she is rarely taken as a native speaker.

Furthermore, some students appeared to restrain themselves by speaking more and just briefly responding to the researcher’s questions instead. This should be taken into consideration further so that students can enhance their courage and confidence as well for their speaking skills.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Based at the facts provided withinside the preceding chapter, the researcher would love to finish the end result of all college students' problems from talking check as follows: Only 6 pupil who nearly were given the best rating this means that she did now no longer discover any trouble in talking, four college students have trouble in grammar, four college students have trouble in pronunciation, 1 pupil unearths little trouble in vocabulary, 2 college students discover little trouble in fluency, and no person has problems both in comprehension and undertaking factor primarily based totally at the criteria.

In addition, the researcher additionally would love to finish the Senior High School abilities: There is most effective 1 pupil who's withinside the wonderful degree, eight college students hardly ever determined problems in talking on account that they may be withinside the desirable degree, and there are six students whose tiers are average. So, this suggests that the end result of the talking evaluation are pretty desirable however can nevertheless be progressed in order that they may be even better. Meanwhile for the maximum tough elements in talking for the student of Destorel English Club are grammar and pronunciation elements:

1. Low Vocabulary

Your vocabulary is directly related to how you experience life. It can free your mind to explore much more complex ideas. Select a topic to learn related keywords. Then repeat endlessly. Live a fulfilling life both

physically and mentally

2. How to pronounce the word

Anything that changes the shape or function of the vocal cords causes voice problems. This can be caused by rugged growth such as nodules, polyps, cysts, papillomas, granulomas, and cancer.

3. Less knowledge about speaking

These are the motivational factors, the learner's personality, the learner's attitude, the pedagogical direction of teaching English in online mode, and the level of exposure to English.

5.2 Suggestion

After giving end of the studies, the researcher would really like to make the subsequent suggestions:

1. For the scholars of Destorel English Club Senior High School 8 Jambi, enhancing talking capacity may be achieved now no longer best within the class, however additionally outdoor the class. More exercise is wanted to be able to grasp the six elements of talking.
2. For the lecturers, to assist the scholars in having an excellent capacity in talking skill, the proper coaching method is needed most. The lecturer is likewise predicted to inspire and inspire the scholars to have braveness whilst it comes to talk English.
3. For the institutions, thinking about fluency and vocabulary as elements in talking that are essential for the English students, senior excessive school may want to provide those guides within the destiny.

4. Other researchers, this have a look at is possibly to resource different researchers as a supply of facts or thought destiny studies on this topic.

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APPENDIX

Speaking Test:

- 1. How do you think about the text?**
- 2. How do you think about Donald Trump?**
- 3. How do you understand the problem in the text?**
- 4. How do you think about human trafficking in U.S.A?**
- 5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?**

Appendix A: Speaking Interview Result

Speaking Interview Result

Student 1

1. How do you think about the text ?

I think this has unique information, not only that the information is also quite surprising, and provides new knowledge about the condition of this world.

2. How do you think about Donald Trump ?

my opinion of trump is well and good, he has acted decisively by addressing this issue as a serious issue that "can't just be talked about" or "not providing enough" as he say it in the text.

3. How do you understand the problem in the text ?

I understand that the problem in the text is very serious and ironic, I mean of course it is very shocking and sad to realize how big the numbers are, and how many children or teenagers have to suffer because of being trafficked.

4. How do you think about human trafficking in U.S.A ?

It's a really serious and big problem, and I think human trafficking is a very cruel thing. Humans are not things that can be traded with money or whatever it is... moreover they are children and teenagers... this is very horrible and inhumane!

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A ?

I don't know..., doesn't seem like an easy problem or thing to deal with or solve. i can't 100% believe trump will succeed, but i just hope he can do his best. And the best thing about this is that everyone can be free from human trafficking. based on indicators

Student 2

1. How do you think about the text?

I think the text is about human trafficking in USA. Donald Trump, see human trafficking as trivial issue. He prefer to give authority department to handle the issue, rather than handle it by himself.

2. How do you think about Donald Trump?

I think he is such a problematic person in TV Brain, I do not know in real life. So I think, such as. As president he must doing better for his citizens. I do not know. I think he is such kind person too.

3. How do you understand the problem in the text?

Because I read the sentence. A lot of children, teenagers, and young people became victims of human trafficking. Human trafficking must be stop.

4. How do you think about human trafficking in U.S.A?

Human trafficking is issue that bad enough, which harming citizen life.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I believe it, because a president will do his best for his citizen life and if it is not, citizen life will damaged.

Student 3.

1. How do you think about the text?

The text is good, easy to understand and full filtrated by human and people around.

2. How do you think about Donald Trump?

No Trump is wise and understand very well that human trafficking must be banned and fought seriously.

3. How do you understand the problem in the text?

Human trafficking is a be serious problem.

4. How do you think about human trafficking in U.S.A?

Human trafficking is a be serious, that the victims cannot be counted in diviners

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I believe that the president would put his people and his country with church.

Student 4

1. What do you think about the text? The text is about Donald Trump as US President who met with the government to discuss the significant increase in kidnapping cases. Donald Trump's daughter will also attend the meeting.

2nd What do you think of Donald Trump? I don't respect him. He is a liar. He promises a lot and never keeps it.

3 How do you understand the text problem? What I understand from the text is a significant increase in kidnapping cases in the United States. This issue needs to be urgently resolved by all cooperating authorities, such as the judiciary and the

Supreme Court. Donald Trump, as President of the United States, said he would do everything in his power to prevent trafficking.

4 What do you think about human trafficking in the United States?

Massive trafficking in the United States is very scary. This issue should be fixed soon. If this is not the case, there will be more cases of kidnapping and sexual exploitation in the next few years.

Student 5.

1. How do you think about the text?

No Answer

2. How do you think about Donald Trump?

No Answer

3. How do you understand the problem in the text?

This text explains about Donald Trump will bring the full power of the USA government about human trafficking. Yes, this text explains about that.

4. How do you think about human trafficking in U.S.A?

The department of USA, the cases of that 14 500 17500 including children enter the country year.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I do not believe it him, because he is always lying about that.

Student 6

1. How do you think about the text?

This text tells about the president of USA, Donald Trump who talks about the issue of human trafficking. He declares sure on human trafficking insist to stop the crime.

2. How do you think about Donald Trump?

Donald Trump was born with full name, Donald John Trump. He is the 45th president of The United State since 2017. Trump has a history speech and action view by scholars and Republic as racist or white supermassive. Jim Crow Laws and Ku Klux Klan several studies and surveys have shown the racist and racial hatred helpful Trump political rise, and have become more significant than

economical factor that determine party loyalty of view is further. Racist and islamophobia have proven to be strong indicator of supporting Trump

3. How do you understand the problem in the text?

I understand the curve of the text problem. The point is the human trafficking in USA. It just I do not understand the part of explanation is about how many people are trafficked.

4. How do you think about human trafficking in U.S.A?

Trafficking in person is modern form of slavery with illegal smuggling and trafficking of person, of including minors for force labors or sexual exploitation. Trafficking in person is official defined as transportation transfer harboring oracle of person by mean observation, abduction, deception or power from opposition of vulnerability for the purpose of exploitation. Economic factor is one of the main cause of human trafficking with is motivate by poverty and non-existed of in equipment employment opportunities with a large population.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

Donald Trump was able to overcome this because human trafficking is base state on civilization and major focus of USA foreign police. In his remerge, Donald Trump says specific progress in his administration including executive order in immigration design to strange than federal laws enforcement relate to transnational criminal organization. The executive order also include the issue of human trafficker. Trump says, this first step taken to ensure the department of homeland security personal art trains to combat human trafficking

Student 7

1. How do you think about the text?

The text tells us that, Donald Trump as USA president handling sex issue as trivial case.

2. How do you think about Donald Trump?

Donald Trump has insignificant consideration to human trafficking issue.

3. How do you understand the problem in the text?

By understanding the text, I think the president is wise less on handling various issues in his country. Rather than taking an action or giving solution on human trafficking issue, the president prefer to remind related department to handle the issue.

4. How do you think about human trafficking in U.S.A?

In my perspective, human trafficking in USA is a serious issue and how could the president see it as trivial case. This will harm USA image to other country.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I less believe it. Base on the text. I think, Donald Trump as USA president has insignificant consideration to human trafficking issue in his country.

Student 8

1. How do you think about the text?

Human trafficking is an illegal act and must be eradicated under strict laws

2. How do you think about Donald Trump?

President Donald Trump acted decisively by bringing Justice and Homeland Security to work on this issue.

3. How do you understand the problem in the text?

Of Course, I understand the problem. As I wrote in answer number one, human trafficking is an illegal act, plus children and youth are also victims in this case.

4. How do you think about human trafficking in U.S.A?

It is very dangerous and can damage the hopes of children and youth, so the government, especially the president of the USA, must act decisively to eradicate human exports that occur.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

Based on the text, I believe Donald Trump will act decisively in handling this case, especially in the text it is stated that he will bring Justice and Homeland Security to pay attention to the resources they devote to dealing with this case.

Student 9

1. How do you think about the text?

In my opinion, the problem occurs is various problem and must be resolve quickly

2. How do you think about Donald Trump?

Donald Trump so be swift in solving human trafficking problem, so that it is not happen again.

3. How do you understand the problem in the text?

The text convict that many children and young people are used to be in human trafficking tend occurs in international travel center with were grand population such as California and Texas.

4. How do you think about human trafficking in U.S.A?

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

May be Donald Trump will take action on human trafficking see then USA, because human trafficking is already various serious.

Student 10

1. How do you think about the text?

The text tells us about human trafficking discussion that held in White House.

2. How do you think about Donald Trump?

I think Donald Trump can be trusted, may be. He is a responsible person, may be. Donald Trump said that, he will protect children, teenagers, and young people o USA from human trafficking.

3. How do you understand the problem in the text?

The issue in the text, tells us about the massive incline of human trafficking in USA and the president delivers his perspective in White House.

4. How do you think about human trafficking in U.S.A?

The human trafficking issue in USA is very frightening as impact of the citizen life style. Many children in the country use to be human trafficking victim.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I believe it. Donald Trump is a president of USA; he will do his best for his citizens

Student 11

1. How do you think about the text?

The text is talks about Donald Trump as the president of USA, met the government to discussing about the massive incline of kidnaped cases. Donald Trump's daughter also presences the meeting.

2. How do you think about Donald Trump?

I do not respect him. He is a liar. He give a lot of promise and never keep it.

3. How do you understand the problem in the text?

What I understand through the text is there massive incline of kidnaped cases in USA. The issue have to be solve urgently by all cooperation authorities, such as jurisdiction and Supreme Court. Donald Trump as president of USA said that, he will bring full power to stop human trafficking.

4. How do you think about human trafficking in U.S.A?

The massive human trafficking cases in USA is so frightening. This issue should be solve soon. If it is not, there will be there increasing number of kidnaped and sex exploitation cases in further year.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I do not believe it. Donald Trump is a liar. He give a lot of promise and never keep it. I think he should think about his public trust. May his daughter can be a reflection, to solve human trafficking issue in U.S.A

Student 12

1. How do you think about the text?

I think the text talks about a program to deal with human trafficking issue. In my opinion, the program is good, but insignificant in the execution.

2. How do you think about Donald Trump?

Base on the massive cases of human trafficking in the text, I less sure that Donald Trump as USA president able to handling issue. However, the issue should be solving soon. I think, Donald Trump is a good president. He has open minded. He tries his best to realize his intention to solving human trafficking issue through a real program.

3. How do you understand the problem in the text?

The issue in the text is about the massive cases of human trafficking USA and the source of the cases came from various regions. The human trafficking is not only stand as an issue for USA, this is an international issue.

4. How do you think about human trafficking in U.S.A?

The massive Human trafficking cases in USA are shocking; this issue should be solve and be stopped soon. The human trafficking is inhuman act that breaks the human right. Human is not property for sale.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I believe it, and I hope so. No one of the previous presidents propose a program to tackling this issue. I think, Donald Trump is the first and I have a big hope for him to accomplish the human trafficking issue.

Student 13

1. How do you think about the text?

The text tells us about government policy to prevent free-sex as life style. Parent should be participated to protect their children social life. In daily life interaction, we also must be more selective in choosing a friend.

2. How do you think about Donald Trump?

Donald Trump is good and wise full person, that why he stands as an USA president.

3. How do you understand the problem in the text?

The text tell us about free-sex as life style, so we must be more selective in choosing a friend.

4. How do you think about human trafficking in U.S.A?

The trade atmosphere in USA carried out as well as Indonesia. Government side have to be participated on controlling and managing the trade.

5. How do you believe that Donald Trump will bring the full power to stop human trafficking in the U.S.A?

I believe it, because Donald Trump is a wise full president. Donald Trump has designed program to make USA grow further.