STUDENTS' SPEAKING ABILITY AT NINTH GRADE OF JUNIOR

HIGH SCHOOL NUMBER 6 JAMBI CITY

A THESIS

Submitted as A Partial Fulfillment of The Requirement for The Degree of

Sarjana Pendidikan in English Education

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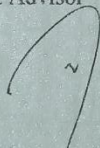   Student Number : 1800888203046

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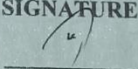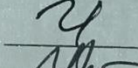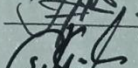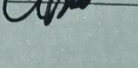
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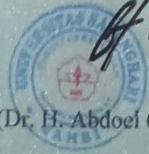
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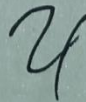NIM : 1800888203046

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States that:

1. The thesis that I have written with the title Students' Speaking Skill At Ninth Grade Of Junior High School Number 6 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.

2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.

3. In this thesis, there are no works or opinions that have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the researcher mentioned and listed in the bibliography.

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MOTTO

"Kamu tidak harus menjadi hebat untuk memulai, tetapi kamu harus mulai menjadi hebat."

-Zig Ziglar

"Start now. Start where you are. Start with fear. Start with pain. Start with doubt. Star with handshaking. Start with voice trembling, but start. Start and don't stop. Start where you are, with what you have. Just start."

"*Don't be insecure,* hanya ada satu Maudy Ayunda di dunia, dan hanya ada satu orang seperti kamu di dunia. Buatlah diri kamu menjadi versi terbaik untuk dirimu sendiri."

ABSTRACT

Fadila, M. 2022. Students' Speaking Ability At Ninth Grade Of Junior High School Number 6 Jambi City. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Efa Silfia, M.Pd. The Second Advisor Ridho Praja Dinata, M.Pd.

This research was conducted with the aim of to know students' speaking skills, especially in the component of speaking skills in the ninth grade of Junior High School 6 Jambi City. This research was designed using descriptive quantitative research methods. The population of this study was the ninth-grade students at Junior High School 6 Jambi City, and the sample was grade IX B students. This study uses a test as a research instrument. Then the test results are assessed. The test used is an oral test. The oral test is made with the theme of "My family" which is determined by the researcher. The learning method is through a speaking test in front of the class with the theme "My Family". The results of this study indicate the scores of the five components of speaking skills. The components of speaking skills are grammar, vocabulary, comprehension, fluency, and pronunciation. The findings of this study indicate that the mean overall component of speaking skill score is 1,60. In the grammar component, 3 or 8,33% of students scored in the poor categories, 7 or 19,44% of students scored in the fair categories, 18 or 50% of students scored in the good categories, and in the excellent are 8 or 22,22%. In the vocabulary component, no one got scored poor, students scored in the fair categories are 11 or 30,55%, 18 or 50% of students scored in the good categories, and students scored in the excellent categories are 7 or 19.44%. In the comprehension component, no one got scored poor, 7 or 19,44% of students scored in the fair categories, 14 or 38.88% of students scored in the good categories, and in the excellent categories 15 or 41,66%In the fluency component, no one got scored poor, students scored in the fair categories are 8 or 22,22%, 16 or 44,44% of students scored in the good categories, 12 or 33,33% of students scored in the excellent categories. In the pronunciation component, no one got scored poor, 8 or 22,22% of students scored in the fair categories, 11 or 30.55% of students scored in the good categories, and 17 or 47,22% of students scored in the excellent categories. The mean and percentage values explain that the speaking skills of class IX students, especially class IX B at SMP Negeri 6 Jambi City is very good.

Keywords: *Speaking Skill, Component of Speaking Skill*

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Finally, as human being, the researcher who has many weakness and mistakes in making this thesis, any criticism or suggestions are very welcome to improve this thesis.

Jambi, July 22nd 2022

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DEDICATION

In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, "Students' Speaking Skill at Ninth Grade of Junior High School Number 6 Jambi City".

In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, Ilal Pala. Then I also dedicate this thesis to my mother, Ermalina.

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I would like to perform this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an international language that is used to communicate between countries all over the world. The most important aspect is that speaking English can be used to exchange information. English has become a second language in Indonesia, and it is still rarely studied, let alone understood and used as an everyday language.

English is one of the most important subjects in junior high school. In the English teaching and learning process, four major skills must be taught. When the subject is English, students are often unable or inadequate at expressing themselves or speaking in class. Students must master four skills in such situations: listening, speaking, reading, and writing. Speaking is very important in our lives because we cannot express ourselves to others without speaking, and speaking is also how we interact with others (Nunan, 2000, p. 39). All of these skills are critical for those wishing to learn English (Harmer, 2007).

Learning to speak in English is often considered the most difficult and boring subject for students to learn because speaking English has many components. Harris (1969) stated that components of speaking. In most analyses of the speech process, five components are identified: pronunciation, grammar, vocabulary, fluency (the ease and speed with which the speech flows), and comprehension. The majority of students already understand the language, including grammar and vocabulary. When they are forced to speak English, they

appear to lose all of their vocabulary. This is a problem that almost everyone encounters when learning English. According to Tatham and Morton (2006: 273), many people report that they can understand a language, but they cannot speak it.

When students speak English, we cannot say it is as simple as we believe. During the fieldwork practice at Junior High School Number 6 in Jambi City, the researcher discovered that the students still had various difficulties in learning English, notably in speaking skills, including pronunciation, grammar, and vocabulary. Even though they have always seen the word in their handbooks, most students do not know how to pronounce it correctly. Students in Grammar are always confused about how to change and use the correct subject. Then, when it comes to vocabulary, they never know how to use the correct vocabulary to express their ideas. Those aspects, on the other hand, can assist students in mastering English. Even though they had spent a significant amount of time in formal school learning English, there were only a few students who could speak English fluently at the time.

When the teacher asks or describes something in English, most of the students remain silent and prefer to be quiet without any discussions. It happened because they were afraid to make mistakes, were shy around their friends, couldn't speak English fluently, and were occasionally incorrect in their pronunciation and grammar. As a result, students were frequently anxious to speak because they felt insecure, and as a result, they were very afraid to begin speaking, especially when required to speak in front of the class.

In general, students struggle to communicate in English. Students say it is tough to communicate in English. Because they are communicating in Indonesian, the students are unable to express themselves. These demand our attention in order to achieve the goals of teaching speaking, but we cannot always impose them since students' opinions on English vary. As we all know, most students claim that English is exceedingly difficult to understand, leading them to assume that no matter how hard they try, it would all be for none. This, of course, results in people being unable to communicate effectively in English.

There are numerous ways to encourage students to overcome their problems in response to these problems. The first is how the teacher treats students. The teacher thought it was important to motivate students to speak English during the lesson. The teacher must persuade his students to speak English. It doesn't matter if they have terrible grammar. Make students brave and confident, even if they still need to be guided. Furthermore, the teacher must persuade students that making mistakes is a normal part of learning. This method boosts students' confidence in speaking English. If students make mistakes during speaking practice, the teacher should not punish them; however, the teacher should provide feedback and explanations for each mistake after the students have completed their speaking practice.

Based on the information provided, the researchers are interested in conducting research titled "Students' Speaking Ability at Ninth Grade of Junior High School Number 6 Jambi".

1.2 Identification of the Problem

There are several problems that researchers found during PPL. The problems found were related to junior high school students and the teacher's teaching methods. These problems are as follows.

1. Students lacked self-confidence.
2. Students feel shy to speak in English.
3. Students feel afraid to speak in English.

1.3 Limitation of the Problem

Based on the background of research, this research is only limited to or focuses on English speaking skills in class IX of SMP Negeri 6 Jambi to see how well students master the component of speaking skills by telling stories about "My Family". Because students often communicate with their classmates, students dare to speak without English. So with this courage, students will be encouraged to dare to speak in English in front of the class.

1.4 Formulation of the Problem

Based on the limitation of the problem, this research will be formulated "What is the Students' Speaking Ability at Ninth Grade of Junior High School Number 6 Jambi?"

1.5 Objective of the Research

Regarding the formulation of the problem, this research aims to describe the English speaking skill of class IX students of Junior High School Number 6 in Jambi City.

1.6 Significance of the Research

In the research, the researcher expects that the research's results have benefits both theory and practice.

1.6.1 Theoretical significance

The researcher believes that this research can provide valuable information to practice speaking English. For educational theorists and researchers who are interested in speaking skills, it is hoped that this research will contribute to a better understanding of speaking skills. Researchers hope that speaking English can make children interested and can speak English well.

1.6.2 Practical significances

Practically, the result is expected for teachers, students, researchers, and institutions to take benefit.

a) For English Teachers

Hopefully, this study will be useful for teachers. They can use the results of this study to improve the quality of teaching and learning methods, especially in training students' English speaking skills.

b) For Student

This will improve students' speaking skills and make students interested, not bored, lazy, shy, not knowing, and many more "unable to speak English" reasons to learn English. It would be an effort to improve their speaking skills and also their learning motivation.

c) For the Researcher

For researchers, researchers can increase knowledge by equipping themselves as prospective English teachers. This result may be able to provide some information for future researchers who want to conduct similar research with the same focus.

1.7 Definition of The Key terms

a. Speaking Skill

Speaking is the ability to talk to someone about something to speak; use our voice to generate words in a certain language; express our views or opinions, feelings, thoughts, and beliefs of a person or group of people (Longman Dictionary of Contemporary English, Advanced Learner's Dictionary, 2009). According to Chaney (1998:13), speaking is a process of building and exchanging meaning via the employment of verbal and nonverbal symbols in various contexts.

b. Speaking Ability

Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking Skill

Speaking, according to Hornby (1995: 1140), is talking or saying something about something. He also defines speaking as knowing and being able to use language to deliver a speech to an audience. Nunan (in Kayi, 2006:1) defines fluency as the use of language quickly and confidently with a few unnatural pauses. Speaking is defined as "the act or instance of uttering words" in Webster's Third New International Dictionary (1981: 2185).

According to Chaney (1998:13), speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts. The definition of speaking in the Oxford Advanced Dictionary is "to express or communicate opinions, feelings, ideas, etc., through or as talking." It includes the speaker's psychological (articulator) and physical (acoustic) activities. Speaking skills are fundamental skills that students with English language skills must master. It is defined as a complex learning feedback process between students and teachers or students with students that involves nonverbal symbols such as gestures and facial expressions in learning English.

Byrne (1997: 8) defines speaking as "two-way oral communication between the speaker and the listener" (or listeners). It entails both the productive skill of speaking and the receptive skill of comprehension (or listening with understanding. According to Quianthy (1990:7), speaking is the process of conveying ideas and information orally in various situations.

In informal education, English subjects are studied alongside other subjects, much like a school subject. As a result, students in a non-English language school have few opportunities to learn and practice their English outside of school, such as tutoring.

From the above understanding, the researcher concludes that speaking is an ability used to communicate verbally and nonverbally, such as gestures and facial expressions in learning English, conveying meaning or feeling with a specific purpose so that what is meant can be accepted or heard by listeners, can share ideas, and produce a language.

2.2 Definition of Speaking Ability

Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

According to the description above, speaking is an interactive process in which we communicate or share our feelings, opinions, and ideas with another person by speaking fluently and accurately so that the other person understands what we are saying.

Speaking Ability, according to Leong and Ahmadi, is a crucial talent to learn and improve as a way of efficient communication. One of the most challenging components of language learning is developing speaking abilities. Glenn Fulcher provides another perspective, stating that speaking is the vocal use

of language to communicate with others. as stated by Hosni The active use of language to communicate meaning is referred to as speaking ability.

According to the description above, speaking is one of the skills that students must learn in order to convey and receive information, interact with others, and express ideas, emotions, or a desire to accomplish something.

2.3 Types of Speaking Skills

Brown (2003, p. 141-142) describes five basic types of speaking skills. The five types are described as follows :

1. Imitative.

Imitative speaking requires students to "parrot back" or imitate a word, phrase, or entire sentence. Brown (2003) goes on to explain how imitative assessment can be formed unit by unit by assisting beginning students in learning basic themed vocabulary. The emphasis of this type of speaking is on pronunciation. No conclusions are drawn in order to comprehend or convey meaning, or to participate in interactive conversations. To be imitated, the speaker must maintain a brief stretch of language.

2. Intensive

Intensive speaking demands students to create short stretches of spoken language displaying grammatical, phrasal, lexical, or phonological (intonation, stress, rhythm, junction) relationships.

Asking questions with antonym-based responses like in or out is a good way to assess students' skill to produce short speeches; this activity allows students to respond within the confines of the question. A task in which the student must

rearrange word groups to correct the phrase's grammatical and lexical order is another example of an intensive speaking activity.

3. Responsive

This performance requires students to respond to a spoken prompt and briefly interact with the prompter, utilizing normal greetings and small talk, simple requests and comments, and so on.

These are some examples of responsive speaking assessments. Giving open-ended questions, and then paraphrasing the story, may not be the most authentic activity of responsive speaking, but it aids students' reading skills while testing their ability to respond to a spoken prompt in their own words.

4. Interactive

Interactive and responsive speaking are nearly identical. This interaction is more complex and time-consuming than responsive speaking skills; students must converse using multiple exchanges or multiple participants. Role-playing, which is an authentic language activity that can assess multiple students at the same time, is a common example of an interactive speaking assessment. Interviewing is another example of an interactive speaking assessment tool; creating a consistent, workable scoring system for reliability required careful planning. Interaction can take one of two forms: transactional language, which aims to exchange information, or interpersonal exchange, which aims to maintain social relationships.

5. Extensive Speaking

Students must give speeches, oral presentations, and tell stories in order to master this skill. Students needed to plan their performance in extensive speaking, and this skill is generally excluded from interactions.

The oral presentation may be an excellent way to assess students' extensive speaking abilities. Oral presentations can be centered on any theme or topic. Furthermore, picture-cued story-telling is very useful for extensive speaking exercises because students are free to use any vocabulary they have, but grading these tasks can still be difficult, so it is recommended to narrow down the language criteria such as vocabulary, time relatives, sentence connectors, past tense of irregular verbs, and fluency in general.

2.4 The Components of Speaking Skill

According to Harris (1974), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Grammar

Grammar, as defined by (Gleason & Ratner, 2009), is a set of rules that investigates the form and structure of sentences that can be used in a language. According to Eastwood (1994), grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words. Students must be able to arrange a correct sentence in conversation. It is consistent with Heaton's (1978: 5) explanation that students' ability to manipulate structure and distinguish appropriate grammatical form from

inappropriateness utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

The Oxford Advanced dictionary (Hornby, 2005) defines vocabulary as "all the words that a person knows or uses." Nunan (2005:121) defines vocabulary as "the collection of words that an individual knows." The appropriate diction used in communication is referred to as vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is another barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. Based on this explanation, the researcher concluded that English learners will be unable to speak or write English properly unless they master their vocabulary sufficiently.

3. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. According to Brown (2001: 271), the stress-timed rhythm of spoken English and its intonation patterns are important characteristics of English pronunciation. It means that the speaker must use clear language to convey a clear message to the listener. It is concerned with the phonological process, which is a component of grammar consisting of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features. The researcher concludes from the above statement that pronunciation is a component of speaking, which is

the study of how words in a particular language are spoken clearly when people speak or communicate. When speaking, clear pronunciation plays an important role in the communication process.

Students who want to learn to develop speaking skills in English must be diligent in practicing overall pronunciation. They must be aware of the various sounds and their characteristics, as well as where they know the word that comes out of their mouth should match; they must also be aware of where to reduce redundant words, when to use a rising intonation, and when to use a low intonation. All of these study instructions provide them with additional information on how to effectively speak English and aid in the achievement of the goal of a better understanding of spoken English.

4. Fluency

The skill to read, speak, or write easily, fluently, and expressively is referred to as fluency. Speakers are able to comprehend and respond to the intended meaning and context. Many language learners strive for speaking fluency. Fluency is characterized by a relatively fast rate of speech and a limited number of pauses and "umm" or "eeee." These indicators indicate that the speaker did not spend a significant amount of time searching for the language items required to express the message (Brown. 1997:4).

Fluency is the learner's ability to speak in an understandable manner so that communication does not suffer because listeners lose interest (Hughes, R. 2002). The ability to speak fluently, correctly, and accurately is referred to as fluency. However, that doesn't mean the speaker speaks so fast because sometimes pauses

are important. The speaker's fluency must be correct and accurate so that the listener understands the meaning conveyed. Do not let misinformation occur because the speaker is not fluent in speaking English. However, many students hesitated and often made long pauses while speaking. Because achieving fluency in speaking is not easy and requires practice.

5. Comprehension

Comprehension is the power of the mind's action of understanding exercise aimed at improving the examiner (Hornby. 1999). According to Hornby (1983:263), comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language. According to the definition above, comprehension is the students' ability to understand a task assigned by teachers and respond to it correctly.

According to Harris (1969), speaking is a complex skill that necessitates the simultaneous use of multiple abilities that often develop at different rates. In most analyses of the speech process, five components are recognized: pronunciation, grammar, vocabulary, fluency (the ease and speed with which the speech flows), and comprehension (an understanding of what both the tested are talking about or the ability to respond to speech as well to initiate it).

In conclusion, all of the above components are important in speaking because they have a close relationship and connection. As a result, when learning to speak, students are expected to master all of these components in order to improve their speaking skills.

2.5 Assessment of Speaking Skill

The following are components of speaking that must be assessed, according to Brown (2001):

1) Grammar: The participants will be assessed based on how he controls the use of his sentences, constructs and uses them correctly and accurately, and avoids grammatical errors.

2) Vocabulary: Here the participants will be assessed on the range, accuracy, and use of vocabulary features in conversation, which will show their level of proficiency.

3) Pronunciation: The assessment criteria here are how often participants make mistakes in pronunciation and how aspects of pronunciation interfere with communication.

4) Fluency: Participants will be judged on the production of speech in a well-delivered conversation. Confident in expressing opinions and able to respond to certain themes without much hesitation in choosing words.

5) Comprehension: The last is whether the participants are able to understand the context of the conversation and are able to provide appropriate responses to the questions.

2.6 Previous Study

There is a study that discusses analyzing the skill to speak English in teaching English. The researcher has considered several previous studies that are similar to this study.

Des Adean Fitri (2021) conducted the first previous research, titled "An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text at the Second Grade Students of SMP YLPI Pekanbaru." The goals of this study were to learn about students' speaking abilities and to discover which aspects are the most problematic for students in the second grade at SMP YLPI Pekanbaru. The goal of this study was to analyze the students' speaking problems using five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. This study used a quantitative research design. This study was carried out at SMP YLPI Pekanbaru. The population of this study was second-grade students at SMP YLPI Pekanbaru, a total of 54 students. Purposive technique sampling was used by the researchers to select class II.2 as a sample, with a total of 28 students. The researchers' research instrument was a speaking test. This study was carried out via Whatsapp, with students' performances when retelling descriptive text being recorded. The researcher then scripted the videos and asked raters to provide the scores. From the results of this study, the researcher found that the students' speaking ability in retelling story had an average score of 3 and categorized as a good level. The students' mean score in the pronunciation component was 2.8 points, while grammar received 3.5 points. Following that, the vocabulary component received 3.2 points, while fluency received 2.7 points. Finally, the student's average score on the comprehension component was 2.8 points. Finally, it can be concluded that the fluency component was the most prevalent problem encountered by students when speaking.

Norma Prayogi (2013) conducted the second previous research, titled "Improving Students' Speaking Ability by Using Cartoon Film (AnAction Research in the Second Grade of SMP N 2 Taman in Academic Year 2012/2013). This is an action research. The object of this research are the students in VIII-E class of SMPN 2 Taman in the academic year of 2012/2013. The instrument of collecting data are speaking test in the form of storytelling story, observation checklist and field notes. The action is successful when at least 18 students or 70% of 24 students have good level in speaking ability. The result of this research shows that in cycle 1, the students average score is 42.70. the highest score was in students'performance (13.95), and the lowest was grammar (6.45). There were only 9 students or 32.5% of 24 students who got good level in speaking ability. While in cycle 2, the students average score is 45.21. the highest score was still in students' performance (13.95), and the lowest was grammar (7.91). There were 19 students or 79.16% of 24 students who got good level in speaking ability.it could be seen that there is a continuing progress of using cartoon films to teach narrative speaking had given a significant progress toward their speaking ability.

Akramah (2019) conducted the third previous research, titled "The Effect of Story Completion Technique on Students' Speaking Skill at the Tenth Grade of MAN 1 Jambi." The purpose of this study was to see how the story completion technique helped second-grade students at MAN 1 Kota Jambi improve their speaking skills. This study's independent variable was Story Completion

Technique, and the dependent variable was students' speaking skills. This study employs quantitative research and a quasi-experimental design. The population of this study consisted of 117 tenth-grade students from MAN 1 Jambi City. The research sample consisted of 42 students chosen using the purposive sampling technique, 21 from X IPA the 2 as the experimental class and 21 from X IPA 1the as the control class. The data was collected by test, which was used in both the pre-test and post-test. The researcher used statistical analysis to examine the data. It is used to calculate test scores. The data showed that there was a significant difference between the students' pre-test and post-test in the experimental class and pretest and post-test in the control class. The mean score of the students in the experimental group on the pre-test was (3,03) with a standard deviation of (0,55), and the mean score on the post-test was (3,61) with a standard deviation of (0,55). (0,57) in the experimental class was higher than the mean pre-test score of (2,93) with a standard deviation of (0,54) and the mean post-test score of (3,16) with a standard deviation of (0,54). (0,30). The researcher discovered that the t-test (4.64) had a higher value than the t-table (2.093) at the level of significance 0.05 with degree of freedom (df) = 19. According to the t-test results, there was significant use of Story Completion as a technique in teaching students speaking skills because the t-test, 4.64, was higher than the t-table, 2.093 (4.64> 2.093). Based on the research findings and discussion, it can be concluded that the use of story completion is effective in improving the speaking skills of second-year students at MAN 1 Jambi City.

Researchers have difficulty finding previous research on specific speaking in telling stories with the theme that the researcher has determined. From what has

been researched by previous researchers, they have almost the same theme, namely teaching techniques and problems found in students' speaking skills. However, the researcher will take a different point of view here judging from each of the previous studies above, all of these studies show that students' problems in learning speaking skills are still shy and afraid to practice speaking, as well as limited vocabulary and pronunciation in English. Therefore, the researcher chose to test the students' ability in a special subject of speaking skills in storytelling with a predetermined theme entitled "Students' Speaking Ability at Junior High School Number 6 Jambi City".

2.7 Conceptual Framework

Figure 1.

Conceptual Framework

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┌─────────────────────────────┐
│       Speaking Skill        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│            Test             │
└─────────────────────────────┘
              │
              ▼
┌──────────────────────────────────────┐
│   Analysis of Students' Speaking Skill │
└──────────────────────────────────────┘
```
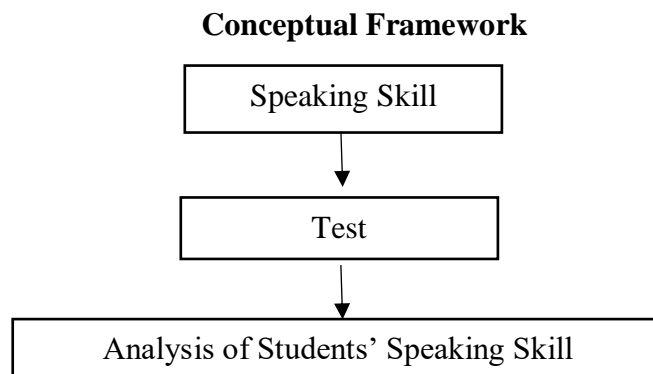
According to the above literature review, English is a very important language of instruction for communication that is used by many countries around the world. As an international language, it is very important. English as a foreign language is one of the compulsory subjects in junior high school in Indonesia. The ability to speak is one of the language skills that students must master. Speaking is an important skill that students must master when learning English.

As the researchers found when the researchers did the Field Work Practice (PPL) at SMP Negeri 6 Jambi City, there were still many students, especially class IX, who had difficulties in the process of learning speaking skills in English. For example, when they cannot convey what they want to convey in English and pronounce the words correctly. They already feel afraid if they are ordered to speak in the reading text in their seat. They also feel less confident speaking English. When told to practice speaking English, some students said, "Can't speak English, miss". Therefore, they use Indonesian more often than English in the ongoing English class.

Many factors cause difficulty speaking according to students and teachers that the researchers found. Some are related to students, limited meetings where

there is insufficient time to practice speaking effectively and in front of the class. Then, students with limited vocabulary and grammar knowledge are afraid to speak up.

On the other hand, it is the teacher's responsibility to keep students interested, motivated, and awake during speaking lessons. Teachers must use teaching methods that allow students to enjoy and enjoy learning English. As a result, the researcher plans to conduct a study that will examine the speaking skills of ninth-grade students at Junior High School Number 6 Jambi. Researchers will give a speaking test-themed "My Family". When the test is given, students will speak in front of the class to tell stories according to the content of the theme given. Then the researcher will see how many assessments of speaking English from five components: grammar, fluency, pronunciation, vocabulary, and comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, The researcher used a quantitative research design and a descriptive research methodology for this research. According to Creswell (2014), quantitative research is a way for exploring the connection between variables in order to assess objective theories. According to Hohmann (2005, p. 2), quantitative research is based on the traditional scientific method, which generates numerical data and typically seeks to establish a causal relationship between two or more variables by employing statistical methods to test the strength and significance of the relationship. According to Matthews and Ross (2010), quantitative research methods are usually employed to collect structured data that can be represented numerically.

According to Creswell (2019), quantitative research is research that identifies research questions based on patterns in the area or the desire to explain why something happens by evaluating trends, comparing groups, or related variables using statistical analysis. According to Gay et al (1992: 217), descriptive research is concerned with the current status of the study's subject and comprises obtaining data in order to test hypotheses and answer questions. According to Nana Sudjana (1997: 53), descriptive research methods with a quantitative approach are utilized when the goal is to describe or explain a current occurrence or events in the form of relevant statistics.

The researcher analyzed the research using a test in the form of an oral presentation with a theme determined by the researcher, namely "My Family", the test was carried out a maximum of 5 minutes. The test will be calculated using the average formula (mean) so that the results obtained by students from the oral test will be obtained.

3.2 Population and Sample

3.2.1 Population of the Research

A population is all of the individuals or units of interest; often, no data is available for all or nearly all of the individuals or units of interest in a population. (2011) (Bret Hanlon and Bret Larget). According to Arikunto (2014), the population is the total number of subjects studied. The study's population consists of 393 pupils in Grade 9 at Junior High School Number 6 Jambi. The ninth grade has 11 classrooms with 35-36 students in each.

Table 1.

The population of the Research

No	Class	Population
1	IX A	36
2	IX B	36
3	IX C	36
4	IX D	36
5	IX E	36
6	IX F	36

7	IX G	36	
8	IX H	36	
9	IX I	35	
10	IX J	35	
11	IX K	35	
Total		393	

Source: Administration of Junior High School Number 6 Jambi

3.2.2 Sample of the Research

A purposive sampling is the technique used. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Based on Ashley Crossman, Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when researcher need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. So, the population in this research is all classes the ninth-grade, IX A until class IX K students of Junior High School Number 6 Jambi City. Then the class that will be taken as a sample is the students from class IX B

Table 2.

Sample of the Research

No.	Class	Students		Total
1	IX B	Female	Male	36

		23	13	

Source: Administration of Junior High School Number 6 Jambi City.

3.3 Subject of the Research

This research carried out in Junior High School 6 Jambi City, Jl. H. Kamil No. 21, Jambi City, Jambi 36123. The researcher picked Junior High School 6 Jambi City as the location for data collection in this study because the researcher completed a Field Work Practice (PPL) at the school and discovered that many students were still not active enough to speak English while the researcher lectured in the class.

3.4 Research Instrument

The researcher will use a speaking test as the research instrument to obtain meaningful data for this research. A test, according to Borg (1991: 271), is an instrument for measuring individual differences along one or more dimensions of behavior. In the meanwhile, a test is a way of assessing a person's aptitude, knowledge, or performance in a certain topic (Brown, 2000:384). This test is designed to assess students' genuine speaking skills. The speaking test is telling stories with the theme of My family. Students will tell a short story in front of the class according to the theme that the researcher has determined.

3.5 Technique of Data Collection

According to (Sugiyono, 2018), data collecting procedures are the most important phase in research since the primary goal of study is to get data; if

researchers do not understand data collection techniques, they will not receive data that fulfills standards. The researcher uses steps in analyzing data as follows:

1. The first step, the researcher will give a speaking test to students with the theme "My family" with a maximum duration of 5 minutes

2. Students will make short stories according to the theme that the researcher has given.

3. Then after finishing making a short story, students must present it in front of the class to tell what they have made, and then, the researcher will record when the students present the short story.

4. Finally, after all the students have shown their stories, the researcher will listen to the recording again to see and provide an assessment of the speaking ability of the five components of speaking skills, namely vocabulary, grammar, pronunciation, fluency, and comprehension.

To classify the level of students' speaking skills, the researcher used a Likert scale. The Likert scale in the social science arena is a popular instrument for measuring constructs such as attitudes, images, and opinions (Likert, 1932). Each categorical response on the scale is generally assigned a sequential integer value to facilitate data analysis. As in the table below:

Table 3.

The Classification of Students' Speaking Skill

Score	Description
76-100	Excellent

51-75	Good
26-50	Fair
0-25	Poor

(Source: Best, 1981)

3.6 Technique of Data Analysis

In this research, the data analyzed were the results of students' speaking tests. To analyze the test result data, an instrument is needed first. In this case, the researcher uses a speaking test with a theme that has been determined by the researcher. The data are presented using descriptive statistics. According to Sugiyono (2012), state Descriptive statistics are used when researchers want to describe the data obtained and do not make generalizations that apply to the population where the sample is taken. In addition, Sugiyono (2012) added a formula for analyzing statistical descriptive data as follows:

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

P = Percentage

F = Frequency of Respondents' choice

N = Total of Respondents

A test is a way of assessing someone's skill, knowledge, or performance in a certain topic (Brown, 2000:384). Brown intends to demonstrate in this definition that pupils' knowledge may be investigated through testing. A test, according to Arikunto (2012:66), is a tool or technique used to know or assess a student's performance by employing a set of methods and regulations. This research use the

average formula in data analysis (mean). Mean is a group explanation approach based on the average value of the group. To get the average (mean) of a data set, sum all of the existing data and divide by the number of existing data. The average (mean) formula is as follows:

$$\bar{x} = \frac{\sum X}{n}$$

$\bar{x}$ = Mean of score

$\sum X$ = Sum of the value/score

n = Total of data

(Gay, 1981:298)

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this research, the researcher used a quantitative descriptive design and was conducted using an oral test to determine the students' speaking ability. The time given to students to do the test is a maximum of 5 minutes. The test was carried out in one meeting, namely on May 23, 2022.

This research was conducted in class IX B SMP Negeri 6 Jambi City, totaling 36 students, namely 13 male students and 23 female students, according to the sample mentioned in the previous chapter. The theme of this speaking test is "My Family". Speaking test scores adapted from Oral Proficiency Scoring Categories (Brown, 2001, p. 406-407) were used to assess students' speaking skills. The assessment components used in this test are grammar, vocabulary, comprehension, fluency, and pronunciation.

The researcher conducted a speaking test to get the data. The researcher asked the students to take a speaking test with a theme that had been determined by the researcher, namely "My Family". Then, the test score consists of five indicators. The indicators measured were grammar, vocabulary, pronunciation, fluency, and comprehension. The number of samples obtained is 36 students. The results of the speaking test can be seen as follows:

4.1.1 Students' Speaking Skill In Grammar

In the grammar component, 3 or 8,33% of students scored in the poor categories. Because, when speaking tests students often make mistakes in their grammar such as forgetting to distinguish the use of subject, object, and to be, students also make mistakes in tenses such as the present and the past, distinguishing between plural and singular students are still confused, it is very clear that students still have difficulty distinguishing the words and sentences they say. 7 or 19,44% of students scored in the fair categories, here students can handle the basic structure quite well but the grammar is not very controllable, there are still mistakes but not too often, there are some words and sentences that are still lacking However, the students still tried their best to appear in front of the class and complete the speaking test. 18 or 50% of students scored in the good categories. Because structurally standard, students can control good grammar and can speak with a fairly accurate structure, although there are still mistakes but not too often done and still good grammar, can distinguish the use of to be, singular and plural. 8 or 22,22% of students scored in the excellent categories.

Table 4.

Percentage of Students' Speaking Skill In Grammar

Categories	Score	Total Students	Percentage
Excellent	76-100	8	22,22%
Good	51-75	18	50%
Fair	26-50	7	19,44%
Poor	0-25	3	8,33%
Total		36	100%

Percentage of Students' Speaking Skill In Grammar
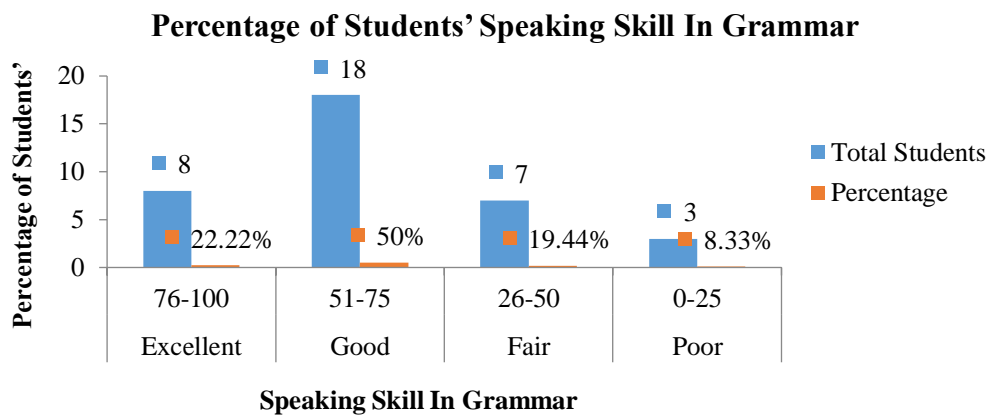
4.1.2 Students' Speaking Skill In Vocabulary

In the vocabulary component, no one got scored poor. Because it can be seen that students in class XI B that 11 or 30.55% of students scored in the fair category. Some conversations are not exactly because they have little vocabulary to express themselves, are afraid to say not exactly words, sometimes stop suddenly to think looking for words in conversation and feel embarrassed to appear in front of their friends. 18 or 50% of students scored in the good category, because their vocabulary is wide enough that they rarely have to look for words in conversation. And 7 or 19.44% of students scored in the very good category. Strong vocabulary, not ashamed to express themselves, brave, and not afraid to be wrong. However, most students already have a fairly broad vocabulary and can complete the test to completion, so they rarely have to look up words in conversation.

Table 5.

Percentage of Students' Speaking Skill In Vocabulary

Categories	Score	Total Students	Percentage
Excellent	76-100	7	19,44%
Good	51-75	18	50%
Fair	26-50	11	30,55%
Poor	0-25	0	0%
Total		36	100%

Percentage of Students' Speaking Skill In Vocabulary
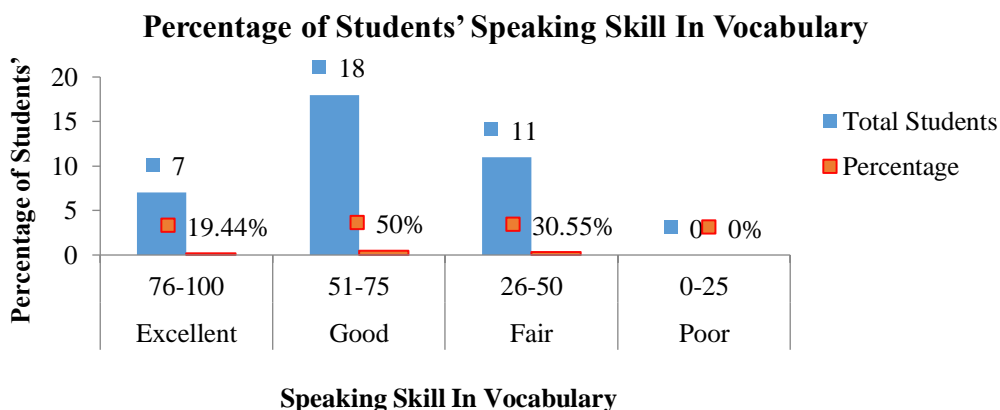
4.1.3 Students' Speaking Skill In Comprehension

In the comprehension component, no one got scored poor. 7 or 19,44% of students scored in the fair category and can get the gist of most conversations. Students who get in the fair category, most of them can understand what must be conveyed according to the theme that has been determined, although there are still a few mistakes in understanding the theme. Fairly complete understanding at a normal speaking speed, able to complete the test well, and understand what they

will convey according to the predetermined theme. 14 or 38,88% of students scored in the good category, can understand any conversation within the range of their experience, able to understand what they are conveying. Even in the test, they understand what they are ordered to do and what will they say first until they finish performing, and they can do it well. And 15 or 41,66% of students scored in the excellent category. Students can understand the given theme and are able to complete the speaking test appropriately.

Table 6.

Percentage of Students' Speaking Skill In Comprehension

Categories	Score	Total Students	Percentage
Excellent	76-100	15	41,66%
Good	51-75	14	38,88%
Fair	26-50	7	19,44%
Poor	0-25	0	0%
Total		36	100%

Percentage of Students' Speaking Skill In Comprehension
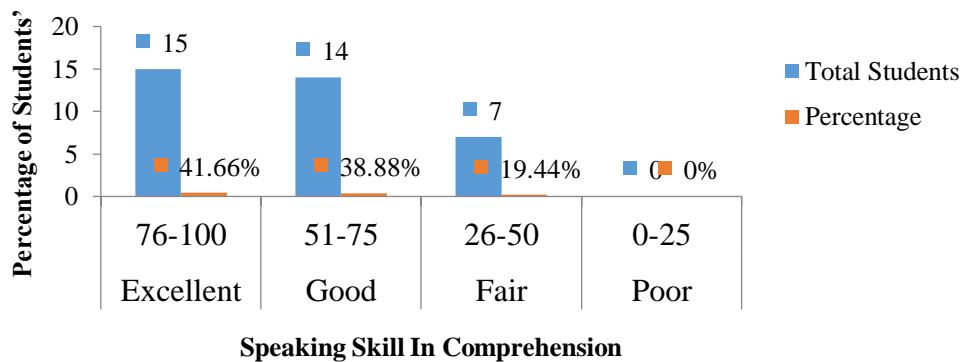
4.1.4 Students' Speaking Skill In Fluency

On the fluency component, no one got scored poor. 8 or 22.22% of students scored in the fair category, students were able to handle confidently but not with most situations, students rarely searched for words, and could discuss certain competencies, could complete speaking tests well and fluently, although still need to learn more and need to practice fluency.16 or 44.44% of students scored in the good category, students are able to use the language fluently and can participate in any conversation in this range of experience – with a high level of fluency. However, 12 or 33.33% of students scored in the excellent category. Because in this category students are able to do well, students' fluency is good, can understand meaning, can complete tests well and smoothly.

Table 7.

Percentage of Students' Speaking Skill In Fluency

Categories	Score	Total Students	Percentage
Excellent	76-100	12	33,33%
Good	51-75	16	44,44%
Fair	26-50	8	22,22%
Poor	0-25	0	0%
Total		36	100%

Percentage of Students' Speaking Skill In Fluency

Speaking Skill In Fluency

| | 76-100 Excellent | 51-75 Good | 26-50 Fair | 0-25 Poor |
Total Students: 12, 16, 8, 0
Percentage: 33.33%, 44.44%, 22.22%, 0%
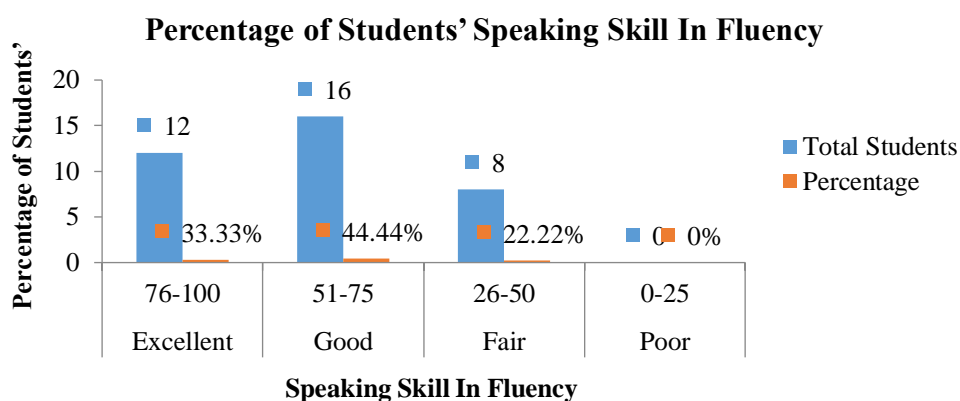
4.1.5 Students' Speaking Skill In Pronunciation

In component pronunciation, no one gets a bad score. 8 or 22.22% of students scored in the fair category, sometimes they often make mistakes in pronouncing words and sentences, improper pronunciation makes students afraid and repeats the wrong words and students are embarrassed when they make mistakes in pronouncing words and sentences in front of their friends, they are afraid of mispronouncing what they read, what they read can still be understood, and they just lack confidence. Students often get it wrong but the accent is still understandable. The accent may still be foreign but the mistakes are rarely distracting. 11 or 30.55% of students scored in the good category, because pronunciation errors were quite rare. The pronunciation is understandable and the accent is quite clear and self-expressive. And lastly, 17 or 47.22 students scored in the very good category, very good in pronouncing words and sentences, could be understood and could complete the test well and smoothly.

Table 8.

Percentage of Students' Speaking Skill In Pronunciation

Categories	Score	Total Students	Percentage
Excellent	76-100	17	47,22%
Good	51-75	11	30,55%
Fair	26-50	8	22,22%
Poor	0-25	0	0%
Total		36	100%

Percentage of Students' Speaking Skill In Pronunciation
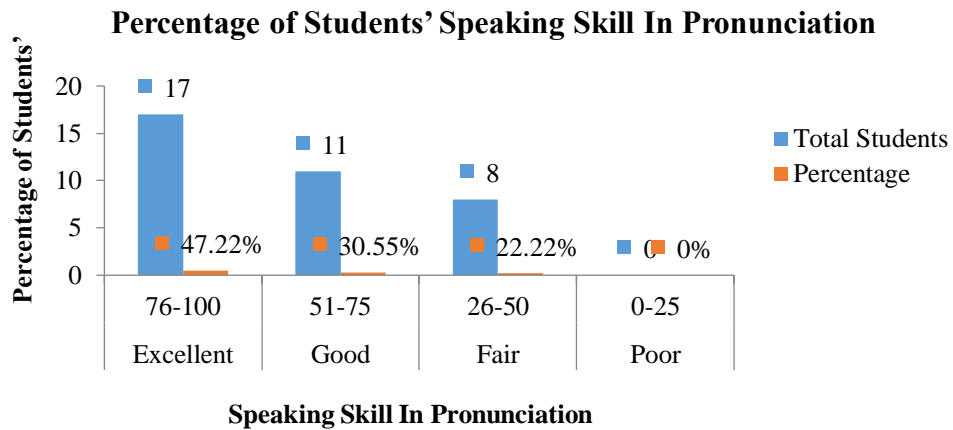
4.1.6 The Result Of The Test

This test is used to see the students' speaking skills in five components. In calculating the mean score of the test, the writer getting the data:

Table 9.

The Result Test

No.	Components	Total	Average
1	Grammar	103	2,86
2	Vocabulary	106	2,94
3	Comprehension	119	3,30
4	Fluency	114	3,16
5	Pronunciation	119	3,30

From table 9 above, the researcher displays the overall results of the average students' speaking skills into five levels in each component: poor, fair, very good and excellent. The mean was obtained by adding up all students' points in each aspect, namely 103 for grammar, 106 for vocabulary, 119 for comprehension, 114 for fluency, and 119 for pronunciation. Then divided by the number of students in the sample class, namely 36 students.

We can see that the students' speaking skill in the grammar component only has a mean score of 2,86. The average is obtained from the following results:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{103}{36}$$

$$\bar{x} = 2,86$$

In the vocabulary component, students only have an average score of 2,94. The mean is obtained from the following results:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{106}{36}$$

$$\bar{x} = 2,94$$

In the component of Comprehension, students only have a mean score of 3,30. The mean is obtained from the following results:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{119}{36}$$

$$\bar{x} = 3,30$$

In the Fluency component, students only have an average score of 3,16. The mean is obtained from the following results:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{114}{36}$$

$$\bar{x} = 3,16$$

In the component of Pronunciation, students only have a mean score of 3,30. The average is obtained from the following results:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{119}{36}$$

$$\bar{x} = 3,30$$

4.2 Discussions

In this discussion, the researcher wants to discuss and interpret the results of his research. Based on the instrument used in this study, namely an oral test. It was found that the results of the speaking skills test of class IX B students at Junior High School Number 6 Jambi City on each component of speaking skill were still not good. The components of speaking skills are grammar, vocabulary, comprehension, fluency, and pronunciation. In the grammar component, 3 or 8,33% of students scored in the poor categories, 7 or 19,44% of students scored in the fair categories, 18 or 50% of students scored in the good categories, and those who get scored in the excellent are 8 or 22,22%. Then the vocabulary component, no one got scored poor, students scored in the fair categories are 11 or 30,55%, 18 or 50% of students scored in the good categories, and students scored in the excellent categories are 7 or 19.44%.

The comprehension component, no one got scored poor, 7 or 19,44% of students scored in the fair categories, 14 or 38.88% of students scored in the good categories and those who get scored in the excellent categories are 15 or 41,66%. Then the fluency component, no one got scored poor, students scored in the fair categories are 8 or 22,22%, 16 or 44,44% of students scored in the good categories , 12 or 33,33% of students scored in the excellent categories. In the pronunciation

component, no one got scored poor, 8 or 22,22% of students scored in the fair categories, 11 or 30.55% of students scored in the good categories, and 17 or 47,22% of students scored in the excellent categories.

From the percentage above, the students' speaking skills is very good. Students can monitor, report, and understand them, for the poor category, students just need more practice. For example, in the speaking test, some students made grammatical errors, such as misplacing tenses, not using conjunctions correctly, and being slightly ambiguous in a sentence. But not too bad at all, and can still be understood by researchers. Placing vocabulary, in speaking tests they do not understand the difference between singular and plural, he and she, "the mohter, the correct is my mother". Then what the researcher found, the students also laughed, asking the researcher "What is this, miss?". "Is that right miss, I read like this, miss?", and some students still often stop, repeat, and hesitate when they want to say certain words. However, the researcher appreciates the activeness and interest of students to take this test and this is very good. Just need more practice.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In this chapter the researcher obtained in discussing the research entitled "Students' Speaking Skill At Ninth Grade of Junior High School Number 6 Jambi City", in general, it can be concluded:

1. The research entitled "Students' Speaking Ability at Junior High School Number 6 Jambi City", the researcher feels that it is still far from perfect, the sample subject is too small, the time capacity is inadequate because the school implements the division of students into two sessions, morning and afternoon sessions. . The state of the covid pandemic has also triggered this research activity to be disrupted and the new normal is still being implemented. The researcher apologizes profusely for the incomplete thesis that the researcher made.

2. This study is about students' speaking skill in English with a theme that has been determined by the researchers to see how the speaking skills of class IX B students are. This study uses descriptive quantitative research as the research design. This study aims to see the results of research based on related theories. All data collected from the research instrument provide information about the research findings. And the results of the speaking test have five categories, namely, grammar, vocabulary, pronunciation, fluency, and comprehension.

3. The student's percentage in the grammar is 3 or 8,33% of students scored in the poor categories, 7 or 19,44% of students scored in the fair categories, 18 or

4. 50% of students scored in the good categories, and those who get scored in the excellent are 8 or 22,22%.

5. The students' speaking skills percentage on the vocabulary, no one got scored poor, students scored in the fair categories are 11 or 30,55%, 18 or 50% of students scored in the good categories, and students scored in the excellent categories are 7 or 19.44%.

6. The student's speaking skills percentage on the pronunciation, no one got scored poor, 8 or 22,22% of students scored in the fair categories, 11 or 30.55% of students scored in the good categories, and 17 or 47,22% of students scored in the excellent categories.

7. The percentage score of students in the fluency, no one got scored poor, students scored in the fair categories are 8 or 22,22%, 16 or 44,44% of students scored in the good categories , 12 or 33,33% of students scored in the excellent categories.

8. The percentage score of students in the comprehension component is no one got scored poor, 7 or 19,44% of students scored in the fair categories, 14 or 38.88% of students scored in the good categories and those who get scored in the excellent categories are 15 or 41,66%.

5.2 Suggestions

Based on the results of the study, the researcher will provide several suggestions related to the results of this study.

1. Teachers must motivate and supervise students to train and find out the difficulties students face in speaking skills.

2. Students should improve their speaking skills by continuously practicing pronunciation.

3. The results of this study are also expected to be a reference for further researchers and can be developed again.

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APPENDIX I

Test

Oral test

1. Working Instructions

    a. For participation and cooperation, the researcher would like to say thank you very much.

    b. Do your best on this test!

    c. You are can to open the dictionary while doing this test.

    d. The maximum time for test in front of the class is 5 minutes.

    e. Before you start a test in front of the class, introduce yourself first.

    f. Good Job!

2. Theme : My Family

Appendix II

Oral Proficiency Scoring Categories (Brown, 2001, p. 406-407)

Score	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension
1	Often make mistakes	Inadequate vocabulary so unable to express anything.	There are often mistakes in pronunciation	(No specific fluency description. Refer to other four language areas for implied level of fluency)	Can only understand simple statements if delivered in slow speech, repetition, or paraphrasing.
2	Can handle the basic structure pretty well but the grammar isn't very controllable.	Some conversations are imprecise because they have little vocabulary to express themselves	Often quite wrong but the accent is understandable	Can handle confidently but not with most situation s	Can get the gist of most conversations.
3	Grammar control is good and can speak with a fairly accurate structure.	His vocabulary is wide enough that he rarely has to look up words in conversation	The accent may still be unfamiliar but the mistakes are rarely distracting.	Rarely gropes for words, and can discuss certain competencies.	Comprehension is quite complete at a normal rate of speech.
4	Errors in grammar are quite rare, so it is considered capable of using language accurately in all	High level of vocabulary accuracy so you can understand and participate in any conversation.	Errors in pronunciation are quite rare.	Be able to use the language fluently and be able to participate in any conversation within this range of	Can understand any conversation within the range of his experience

				experience – with a high level of fluency.	
5	There are no grammatical errors so it is considered equivalent to an educated native speaker.	Has a very wide vocabulary including idioms, colloquialisms, and related cultural references, so that it is fully accepted by native speakers	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.

APPENDIX III

Name List of the Sample

No.	Name	Class	Code
1.	MUHAMMAD BINTANG	XI B	Student 1
2.	ROCKY PANGESTU	XI B	Student 2
3.	TIARA CANTIKA	XI B	Student 3
4.	STEVANNI ANJEL	XI B	Student 4
5.	NASYA ANDIKA PUTRI	XI B	Student 5
6.	MUHAMMAD AZRI	XI B	Student 6
7.	LOVIANA DEBORA SITUMORANG	XI B	Student 7
8.	ZAHARA AULIA	XI B	Student 8
9.	WIJI ASTUTI	XI B	Student 9
10.	REGITA DWI C	XI B	Student 10
11.	PUTRI NIAJIYA	XI B	Student 11
12.	NATASYA RAMADHANI	XI B	Student 12
13.	KYLA ZAHIYA PUTRI	XI B	Student 13
14.	ZASKIA VIANTIKA	XI B	Student 14
15.	RIKA SUKMA WULANDARI	XI B	Student 15
16.	PUSPITA HUMAIRA AZZAHRA	XI B	Student 16
17.	FIONNA ANINDYA	XI B	Student 17
18.	KHAIFA RAHFADILLAH	XI B	Student 18
19.	IMELDA NUR SYAHPUTRI	XI B	Student 19
20.	FILZA WANI MAZYUNA	XI B	Student 20
21.	ATTALARIQ PRATAMA	XI B	Student 21
22.	DARMA ARDIANSYAH	XI B	Student 22
23.	DAFFA ARDIANSYAH	XI B	Student 23
24.	FEIVEI ARA PRATAMA	XI B	Student 24
25.	BINTANG DWI ARIE PUTRA	XI B	Student 25
26.	JERICO KARUNIA PRATAMA	XI B	Student 26

27.	EXCEL DWI PUTRA ANUGRAH	XI B	Student 27
28.	FERDINAND RAKHA	XI B	Student 28
29.	EVELIN A	XI B	Student 29
30.	ANDI ZAHRA NABILA TUNKE	XI B	Student 30
31.	ATHA NIKESHA QUEEN BALQIS	XI B	Student 31
32.	CLARISSA TIFANNY	XI B	Student 32
33.	ATALYA ANGEL	XI B	Student 33
34.	DZAKY RAKHA MUZHAFFAR	XI B	Student 34
35.	ALINE FIORENZA SAQILLA R	XI B	Student 35
36.	HANNI RAMADHANI	XI B	Student 36

APPENDIX IV

Students' Score in Speaking Skill

No	Students	Point Score					Total	Score
		G	V	P	F	C		
1	Students 1	3	3	3	3	3	15	60
2	Students 2	2	2	2	2	2	10	40
3	Students 3	2	1	2	2	1	8	32
4	Students 4	3	2	3	3	3	14	56
5	Students 5	1	2	2	1	1	7	28
6	Students 6	3	3	4	4	3	17	68
7	Students 7	2	2	3	2	2	11	44
8	Students 8	2	2	3	2	2	11	44
9	Students 9	3	3	4	4	3	17	68
10	Students 10	1	1	1	1	1	5	20
11	Students 11	2	2	3	2	2	11	44
12	Students 12	2	2	3	3	2	12	48
13	Students 13	3	3	2	2	3	13	52
14	Students 14	2	2	1	2	2	9	36
15	Students 15	2	2	2	2	3	11	44
16	Students 16	2	2	2	2	2	10	40
17	Students 17	3	3	4	4	3	17	68
18	Students 18	2	2	3	3	3	13	52
19	Students 19	1	1	2	2	2	8	32
20	Students 20	2	2	3	2	2	11	44
21	Students 21	2	2	2	2	3	11	44
22	Students 22	1	1	1	1	1	5	20
23	Students 23	1	1	1	1	1	5	20
24	Students 24	1	1	1	1	2	6	24
25	Students 25	2	2	2	2	2	10	40
26	Students 26	1	1	1	1	1	5	20
27	Students 27	1	1	2	2	2	8	32
28	Students 28	2	2	2	2	2	10	40
29	Students 29	3	2	3	3	3	14	56
30	Students 30	2	2	2	2	3	11	44
31	Students 31	3	3	4	4	4	18	72
32	Students 32	3	2	4	4	3	16	64
33	Students 33	2	2	3	3	3	13	52
34	Students 34	1	1	1	1	1	5	20

35	Students 35	2	2	3	2	3	12	48
36	Students 36	3	3	4	4	4	18	72
Total		73	70	88	83	83	397	1.588
Mean								2,26

APPENDIX V

The Component of Speaking Skill

1. Students' Speaking In Grammar

Score Point	Description	Total Students	Percentage
1	Very Poor	9	25%
2	Poor	17	47,22%
3	Medium	10	27,78%
4	Good	0	0%
5	Very Good	0	0%
Total		36	100%

In the grammar component, students' only have a score point of 1 which mean "Very poor". The percentage is:

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

$$P = \frac{9}{36} \times 100\%$$

$$P = 25\%$$

In the grammar component, students' only have a score point of 2 which mean "Poor". The percentage is:

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

$$P = \frac{17}{36} \times 100\%$$

$$P = 47,22\%$$

In the grammar component, students' only have a score point of 3 which mean "Medium". The percentage is:

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

$$P = \frac{10}{36} \times 100\%$$

$$P = 27{,}78\%$$

2. Students' Speaking In Vocabulary

Score Point	Description	Total Students	Percentage
1	Very Poor	9	25%
2	Poor	20	55,55%
3	Medium	7	19,44%
4	Good	0	0%
5	Very Good	0	0%
Total		36	100%

In the vocabulary component, students' only have a score point of 1 which mean "Very poor". The percentage is:

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

$$P = \frac{9}{36} \times 100\%$$

$$P = 25\%$$

In the vocabulary component, students' only have a score point of 2 which mean "Poor". The percentage is:

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

$$P = \frac{20}{36} \times 100\%$$

$$P = 55{,}55\%$$

In the vocabulary component, students' only have a score point of 3 which mean "Medium". The percentage is:

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

$$P = \frac{7}{36} \times 100\%$$

$$P = 19,44\%$$

3. Students' Speaking In Comprehension

Score Point	Description	Total Students	Percentage
1	Very Poor	7	19,44%
2	Poor	13	36,11%
3	Medium	14	38,89%
4	Good	2	5,55%
5	Very Good	0	0%
Total		36	100%

In the comprehension component, students' only have a score point of 1 which mean "Very poor". The percentage is:

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

$$P = \frac{7}{36} \times 100\%$$

$$P = 19,44\%$$

In the comprehension component, students' only have a score point of 2 which mean "Poor". The percentage is:

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

$$P = \frac{13}{36} \times 100\%$$

$$P = 36{,}11\%$$

In the comprehension component, students' only have a score point of 3 which mean "Medium". The percentage is:

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

$$P = \frac{14}{36} \times 100\%$$

$$P = 38{,}89\%$$

In the comprehension component, students' only have a score point of 4 which mean "Good". The percentage is:

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

$$P = \frac{2}{36} \times 100\%$$

$$P = 5{,}55\%$$

4. Students' Speaking In Fluency

Score Point	Description	Total Students	Percentage
1	Very Poor	7	19,44%
2	Poor	17	47,22%
3	Medium	6	16,67%
4	Good	6	16,67%
5	Very Good	0	0%

Total	36	100%

In the fluency component, students' only have a score point of 1 which mean "Very poor". The percentage is:

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

$$P = \frac{7}{36} \times 100\%$$

$$P = 19{,}44\%$$

In the fluency component, students' only have a score point of 2 which mean "Poor". The percentage is:

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

$$P = \frac{17}{36} \times 100\%$$

$$P = 47{,}22\%$$

In the fluency component, students' only have a score point of 3 which mean "Medium". The percentage is:

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

$$P = \frac{6}{36} \times 100\%$$

$$P = 16{,}67\%$$

In the fluency component, students' only have a score point of 4 which mean "Good". The percentage is:

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

$$P = \frac{6}{36} \times 100\%$$

$$P = 16,67\%$$

5. Students' Speaking In Pronunciation

Score Point	Description	Total Students	Percentage
1	Very Poor	7	19,44%
2	Poor	12	33,33%
3	Medium	11	30,55%
4	Good	6	16,67%
5	Very Good	0	0%
Total		36	100%

In the pronunciation component, students' only have a score point of 1 which mean "Very poor". The percentage is:

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

$$P = \frac{7}{36} \times 100\%$$

$$P = 19,44\%$$

In the pronunciation component, students' only have a score point of 2 which mean "Poor". The percentage is:

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

$$P = \frac{12}{36} \times 100\%$$

$$P = 33,33\%$$

In the pronunciation component, students' only have a score point of 3 which mean "Medium". The percentage is:

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

$$P = \frac{11}{36} \times 100\%$$

$$P = 30,55\%$$

In the pronunciation component, students' only have a score point of 4 which mean "Good". The percentage is:

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

$$P = \frac{6}{36} \times 100\%$$

$$P = 16,67\%$$

APPENDIX VI

Documentation

Rocky Pangestu

No.:

My Family

Date: 23-05-22

My father, My father was a responsible family leader, My father worked as a private employee he always worked and was tireless, he is very tought and never gave up.

My mother, My mother is a guide for me, she always teaches me good and useful things, my mother always helps me in doing schoolwork, my mother is a housewife, she always takes care of household tasks such as cleaning the house and cooking, I think that task is a duty the usual which is very easy and very tedious, but after I tried to do it I was wrong, such a task turned out to be a very heavy and tiring task, I really salute the mother who can do everything alone.

I am, I am a guiding figure for my younger siblings, my job is no less tiring than that of my father and mother, I have to teach and set an example for my younger siblings, and I always believe that they will be successful in the future

My little brother, My little brother is a unifying figure in my family, he is a very active child he is always running around and can't stay still at all, he always causes a lot of trouble and always involves me in it even so I can't hate him, I really love him, I always wish the best for him

OAKLEY

M. Birfove Al Aubor

Hello everyone! my rame is Birt
here to tell you about my little fam:
live in toloy boluy, Jombi city. I live
my fotter, my motter, ard my brotter. We
houe our Jobs. my fotter is a privat
employee ot Dambi worar Jombi factory, my
fotter is a herd worker. my motter is
a housewife, she is the ore who raised
ard took core of me firce I was born.
my brotter is a student ot Jombi uriversty,
he is a good brotter, ond tought me nory
trergs. and I'm a student ot Smp 6
uota Jombi, I like my school because I get
a lot of friends and learn a lot of
trings. I love my whole Fomicy. tror's
a little story about my family. ther is a
short Irtroduction about my fomity my topay
little family.

No: **My Family**

My Family is my best family ever.
My name is atalya. Iam grateful to
have my family my lovely family,
My family consist of four people. It is
a little family. There my father.
my mother, my brother and I.
My father is about 52 years old.
His Job is private employee, He is
kind, hard work and patient.
My father is always help me when
I need help. My mother is the best
one. her name is Nelly, She is about
47 years old. She is patient woman,
friendly and calm. She is a teacher.
Then, I have a big brother, her name
agripa, He is about 16 years old.
I love him because he is only my
brother.

They are my best family.
I LOVE MY FAMILY

23/04/2022

My name is Daffa Azas Baswara. i live with my parent and i live in Pakuan baru i am the first child of two brothers

OFF ROAD RUSH

No.:   Date:

Nama:Jerico Karunia Pratama
Date:23-May-2022

My Family

My name is Jerico Karunia Pratama,i live with my parents. I don't have any brother and Sister. My father name is Marco ,My mother name is Irawati

My Family

My name is Exel Dwy Putra Anugrah, I live in Talang Bakung jambi. I have one sister, And I have one brother my father name is Poido, my mother name is Eli my father is a building and my mother is a house wife

My Family

My name is Exel Dwy Putra Anugrah, I live in talang bakung, Jambi. I have one sister, And I have one brother
My father name is Pouto, my mother name is Eli
my father is a building and my mother is a house wife

OAKLEY

APPENDIX VIII

Research Letter

YAYASAN PENDIDIKAN JAMBI

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 74 /UBR-01/B/2022
Lampiran   : -
Perihal   : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMP N 6 Kota Jambi
di
   Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **MIA FADILA**
NIM   : 1800888203046
Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"STUDENTS' SPEAKING SKILL AT NINTH GRADE OF JUNIOR HIGH SCHOOL NUMBER 6 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 19 April 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

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APPENDIX IX

Research Permit Letter

PEMERINTAH KOTA JAMBI
DINAS PENDIDIKAN
SMP NEGERI 6 KOTA JAMBI

Alamat : Jl. H. Kamil Rt.21 Kel. Pasir Putih Kec. Jambi Selatan Telp. 572172
NSS : 201106002006
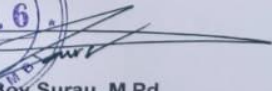
SURAT KETERANGAN
Nomor : 070 /60/SMPN. 6/2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Kota Jambi dengan ini menerangkan :

Nama	: MIA FADILA
NIM	: 1800888203046
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian di SMP Negeri 6 Kota Jambi pada Hari Senin tanggal 23 Mei 2022 guna untuk menyusun skripsi berjudul *"Students' Speaking Skill At Ninth Grade Of Junior High School Number 6 Jambi City "*

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Jambi
Pada Tanggal : 23 Mei 2022

Kepala Sekolah,

Drs. Boy Surau, M.Pd
NIP. 19670301 199703 1 003