

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN SPEAKING SKILL AT  
NINTH GRADE OF SECONDARY SCHOOL NO 6 KOTA JAMBI**

**A THESIS**

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



**By:**

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**1700888203050**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES  
BATANGHARI UNIVERSITY**

**2022**



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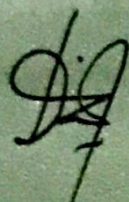
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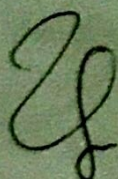
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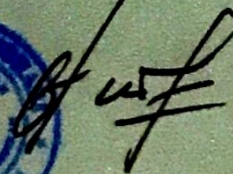
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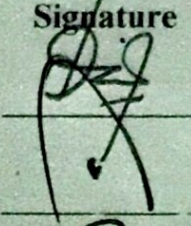
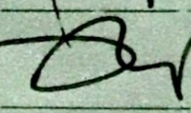
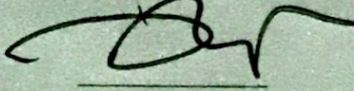
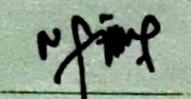
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## LETTER OF RATIFICATION

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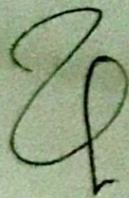
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## **DECLARATION**

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.

Jambi, March 2022

Divya Ana Rabiula

## **MOTTO**

Education is the ticket to the future. Tomorrow belongs to those who prepare themselves from today (Malcolm X).

## ABSTRACT

Rabiula, Diva Ana, (2022). *“An Analysis of Students Difficulties In Speaking Skill At Ninth Grade of Secondary School No 6 Kota Jambi”*. Thesis: English Education Study Program, Teachers Training and Education Faculty. Batanghari University. The first advisor: Kartika Dewi, S.Pd., M.Pd The second advisor: Efa Silfia, S.Pd., M.Pd

Speaking is a fundamental skill. The speaker uses communication when he wants to say something to someone. Speakers use language according to their purpose. In learning English, speaking English is the most difficult for students. Especially language learners often stutter when speaking English. This study aimed to analyze students' difficulties in speaking skill at ninth grade of Secondary School No 6 Kota Jambi. The population referred to in this study is the ninth grade students of Secondary School No 6 Kota Jambi. The sample in this study was 37 students. This research used quantitative research with a descriptive approach. Results show students have difficulty speaking in learning English. Based on the results of research, students' difficulties in speaking skills in the 9th grade of State Junior High School 6 Kota Jambi can be concluded that, it can be concluded that there are 2 students who are at the poor level, with the percentage results showing 20%, then there are 3 students who are at the Fair level, with the percentage results showing 30%, and there are 5 students who are at the Good level, with the percentage results showing 50%.

**Keywords:** *Difficulties, Speaking, Skill*

## ACKNOWLEDGEMENT

Praise the Lord the author can finish this thesis with the title *An Analysis Of Students Difficulties In Speaking Skill At Ninth Grade Of Secondary School No 6 Kota Jambi*. However this success would love be achieved without support, guidance, advice, help, and encouragement from individuals and institutions.

The thesis is one of requirements to get one Degree of English Education Study Program Faculty of Teacher Training and Educational of Batanghari University. This thesis directly or not has widely involved so many people with whom I should not to forget. It would be unfair on my part if the efforts of those persons who helped me are not mentioned:

1. H. Fachruddin Razi, S.H., M.H., as the Rector of University of Batanghari Jambi.
2. H. Abdoel Gafar, M.Pd as the dean of Teacher Training and Education Faculty of Batanghari University
3. Ridho Praja Dinata, S.Pd., M.Pd as the head of English Education Program of Batanghari University.
4. Kartika Dewi, S.Pd., M.Pd., as the first advisor who give understanding and guidance to the writer in completing this thesis.
5. Efa Silfia., S.Pd., M.Pd., as my second advisor who given the guidance support and motivation till this thesis finished.
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7. To all my family, especially my sisters who support me, and aside from my complaints.
8. To my beloved best friend in my life who name is Yemima,Adit,Mardiana, Laras,Nabila,Caca always support the writer and always being moodboster during when the writer doing this thesis.
9. My beloved students in the eleven grade of SMPN 6 Kota Jambi.
10. And for my classmates in English Education.

Finally, as a Human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, March 2022

The Researcher

Diva Ana Rabiula

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## TABLE OF CONTENT

<b>APPROVAL</b> .....	<b>ii</b>
<b>LETTER OF RATIFICATION</b> .....	<b>iii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURE</b> .....	<b>xii</b>
<b>BAB I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Research.....	1
1.2 Identification of the Problem .....	3
1.3 Limitation of the Problem .....	3
1.4 Problem of the Research.....	3
1.5 Objective of the Research.....	3
1.6 Significance of the Research .....	4
1.7 Definition of Keyterms.....	4
<b>BAB II REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
2.1 Review of The Related Theory.....	6
2.1.1 Definition of Speaking .....	6
2.1.2 Functions of Speaking .....	7
2.1.3 The Importance of Speaking .....	9
2.1.4 Characteristics of Speaking Skill .....	10
2.1.5 Speaking Problems .....	11
2.1.6 Factors Affecting Speaking Performance .....	13



2.2 Previous Studies.....	14
2.3 Conceptual Framework .....	16
<b>BAB III RESEARCH METHODOLOGY.....</b>	<b>19</b>
3.1 Research Method .....	19
3.2 Population and Sample.....	19
3.3 Technique of Data Collection.....	20
3.4 Technique of Data Analysis .....	21
<b>BAB IV FINDING AND DISCUSSION.....</b>	<b>25</b>
4.1 Findings .....	25
4.2 Discussions .....	26
<b>BAB V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>37</b>
5.1 Conclusions .....	37
5.2 Suggestions.....	37
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

Table 1 Total Students of Secondary School No 6 Kota Jambi .....	20
Table 2 The oral proficiency scoring categories grammar.....	21
Table 3 The oral proficiency scoring categories vocabulary .....	22
Table 4 The oral proficiency scoring categories comprehension .....	22
Table 5 The oral proficiency scoring categories fluency .....	22
Table 6 The oral proficiency scoring categories pronunciation .....	22
Table 7 Rating Categories .....	24
Table 8 Total Student Score .....	26
Table 9 Student Test Results .....	27
Table 10 Percentage of Student Mastery Level.....	27



**LIST OF FIGURE**

Figure 1 Conceptual Framework ..... 18

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

Speaking is a fundamental skill, and if the foundation is solid, then the building built on it will last a long time (Hussain, 2017: 14). The speaker uses communication when he wants to say something to someone. Speakers use language according to their purpose. Therefore, the speaker must be the audience and the speaker at the same time in order to communicate effectively. Spoken language is very important in learning, although important, it has been neglected in schools and universities for various reasons such as the emphasis on grammar.

Speaking refers to the ability to make clear sounds or words to express and convey thoughts, and feelings. This understanding clearly shows that speech is related to the pronunciation of words intended to convey content. In learning English, speaking English is the most difficult for students. Especially language learners often stutter when speaking English.

In the teaching and learning process, four language skills namely listening, speaking, reading, and writing are carried out simultaneously (Oradee, 2012:533). Learning to speak English is an option for many as a foreign language. Language learners sometimes judge their success in language learning by how well they improve their spoken language skills. The teacher uses a face-to-face approach that focuses on certain aspects of oral interaction.

Learning speaking skills is the most important aspect of learning a second or foreign language and success is measured by the ability to have conversations



in that language. Mastery of speaking skills in English is a priority for many second or foreign language learners (Richards, 2008:19).

The main goal of teaching English is to give students the ability to use English effectively and correctly in communicating. However, it seems that language learners cannot communicate fluently and accurately because they do not have adequate knowledge in this field (Leong and Ahmadi, 2017: 34).

For foreign language learners, spoken English is considered difficult. Most of the students cannot pronounce properly, nor can they express themselves in English. The reason behind this difficulty might be due to several factors.

Based on the observations, it was found that most of the students could not speak English well. Generally, the ninth grade students at Secondary School No 6 Kota Jambi cannot speak English because of many factors, one of which is because students are too shy to speak English, students feel insecure in speaking foreign languages because students are afraid of pronouncing words, students feel inferior and embarrassed because students who feel cared for by their peers will reflexively laugh at the student if students make mistakes in English pronunciation, students find it difficult to express ideas using appropriate expressions, students have difficulty in composing words, besides students have difficulty in using proper vocabulary and grammatical form. Word changes in learning English make it difficult for students to speak English, this makes students unable to speak English fluently.

Based on this explanation, the researcher is interested in researching with the research title **“An Analysis of Students Difficulties in Speaking Skill At Ninth Grade of Secondary School No 6 Kota Jambi”**

### **1.2 Identification of the Research**

To identify existing problems, the researcher observed the students' speaking skill difficulties, the results obtained were as follows:

1. Most students cannot speak English well
2. Students cannot speak English because students are too shy to speak English
3. Students feel insecure about speaking a foreign language
4. Students have difficulty speaking English because of the students low understanding of vocabulary and pronouns in speaking English

### **1.3 Limitiation of The Problem**

In this study, the researcher only discussed the difficulties of students in speaking skills in the ninth grade of Secondary School No 6 Kota Jambi.

### **1.4 Formulation of The Problem**

Based on the background of the problem above, the researcher made a problem formulation, namely:

1. What are the students' difficulties in speaking skill at ninth grade of Secondary School No 6 Kota Jambi?

### **1.5 Objective of the Research**

The objectives of this study are as follows:

1. To analyze students' difficulties in speaking skill at ninth grade of Secondary School No 6 Kota Jambi.

## **1.6 Significance of the Research**

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

### 1. Theoretically

- a. The results of this study can be used as input in the process of studying English in Secondary School No 6 Jambi City.
- b. The results of this study can be used as a reference for those who want to examine students' difficulties in speaking English.

### 2. Practically

#### a. For students

Students will be evaluated on their own after knowing the difficulty speak English.

#### b. For teachers

After the teacher knows the students' difficulties in speaking English, the teacher can use learning strategies to speak English better to make students earn good achievement.

#### c. For researchers

Finally, the next researcher can develop the research to make it better.

## **1.7 Definition of Key terms**

### 1. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips (Al Nakhalah, 2016:99).



## 2. Difficulties

Difficulties are caused as a result of physical, sensory or learning disability but often they are rooted in difficult home backgrounds (Fox, 2001:18).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Review of The Related Theory**

##### **2.1.1 Definition of Speaking**

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation (Al Nakhalah, 2016:99).

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Speaking as an interactive process of making meaning that includes producing, receiving, and processing information (Leong and Ahmadi, 2017:35).

Speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context (Leong and Ahmadi, 2017:35).

Speaking is one of four macro language skills that need to be developed sequentially for foreign language class students to communicate effectively in different contexts. Experts assume that the ability to communicate orally is the same as knowing a given language because speaking is the main means of human communication. However, speaking has proven to be a demanding skill for foreign language learners (Afshar and Asakereh, 2016: 113).

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are listening, speaking, reading, and skill that we learn (Al Nakhalah, 2016:99).

Speaking can be formal or informal (Al Nakhalah, 2016:99):

- a. Informal speaking is typically used with family and friends, or people you know well.
- b. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to (Al Nakhalah, 2016:99).

### **2.1.2 Functions of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. The interactional functions of speaking, in which it serves



to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. As for the function of speaking are as talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richards, 2008:21).

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature (Richards, 2008:22).

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other (Richards, 2008:24).

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits

information before an audience, such as classroom presentations, public announcements, and speeches (Richards, 2008:27).

### **2.1.3 The Importance of Speaking**

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. The use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. Listening and speaking are learners' language tools (Leong and Ahmadi, 2017:35).

Speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. In the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance (Leong and Ahmadi, 2017:35).

Of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. Learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion (Leong and Ahmadi, 2017:35).

#### **2.1.4 Characteristics of Speaking Skill**

Learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately (Leong and Ahmadi, 2017:36).

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. Fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation (Leong and Ahmadi, 2017:36).



The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation. Learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly (Leong and Ahmadi, 2017:36).

Pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively (Leong and Ahmadi, 2017:36).

### **2.1.5 Speaking Problems**

There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use (Tuan and Mai, 2015:10).

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often

inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. A foreign language classroom can create inhibitions and anxiety easily (Tuan and Mai, 2015:10).

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. The learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Tuan and Mai, 2015:10).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all (Tuan and Mai, 2015:10).

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if

teachers frequently use the students' language, the students will feel comfortable to do it (Tuan and Mai, 2015:10).

### **2.1.6 Factors Affecting Speaking Performance**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities (Tuan and Mai, 2015:9).

#### **a. Performance conditions**

Students perform a speaking task under a variety of conditions. Performance conditions can affect speaking performance. The four types of performance conditions that suggest include time pressure, planning, the standard of performance and the amount of support (Tuan and Mai, 2015:9).

#### **b. Affective factors**

One of the most important influences on language learning success or failure is probably the affective side of the learner. A variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety (Tuan and Mai, 2015:9).

c. Listening ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. When one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to listening (Tuan and Mai, 2015:9).

d. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not, and topical knowledge has effects on speaking performance (Tuan and Mai, 2015:9).

e. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. The decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the

conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Tuan and Mai, 2015:10).

## **2.2 Previous Studies**

Students' difficulties in speaking English have been analyzed by other researchers from an institution. There are several related research stories, namely firstly, Belhabib Imane (2015) with the research title *Difficulties Encountered by Students in Learning the Productive Skills in EFL Classroom and the Relationship between Speaking and Writing: Case of First Year LMD Students at Abou Bekr-Belkaid*. The presented study aims at displaying teaching/learning situation of the productive skills at the University of Tlemcen. It has been achieved through a quantitative and a descriptive analysis.

Secondly, Hassan Soodmand Afshar and Ahmad Asakereh (2016), with the research title *Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives*. The present study investigated the speaking skills problems faced by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives.

Thirdly, Ahmed Maher Mahmoud Al Nakhalah (2016), with the research title *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*. The study aims at exploring the speaking



difficulties encountered by English language students at Al Quds Open University.

The difference between the research conducted by Belhabib Imane (2015) and the research conducted by the researcher is in the research conducted by Belhabib Imane (2015) conducted at the University of Tlemcen, while the research conducted by the researcher was conducted at Secondary School No 6 Kota Jambi, the similarities of the research are the same. discussed about students' speaking difficulties. The difference between the research conducted by Hassan Soodmand Afshar and Ahmad Asakereh (2016) with the research conducted by the researcher is that the research conducted by Hassan Soodmand Afshar and Ahmad Asakereh (2016) was conducted at Senior EFL Iran, while the research conducted by the researcher was conducted at Secondary School No 6 Kota Jambi, the research equations both discuss students' speaking difficulties. The difference between the research conducted by Ahmed Maher Mahmoud Al Nakhalah (2016) and the research conducted by the researcher is in the research conducted by Ahmed Maher Mahmoud Al Nakhalah (2016) conducted at Al Quds Open University, while the research conducted by the researcher was conducted at Secondary School No 6 Kota Jambi, the research equations both discuss students' speaking difficulties.

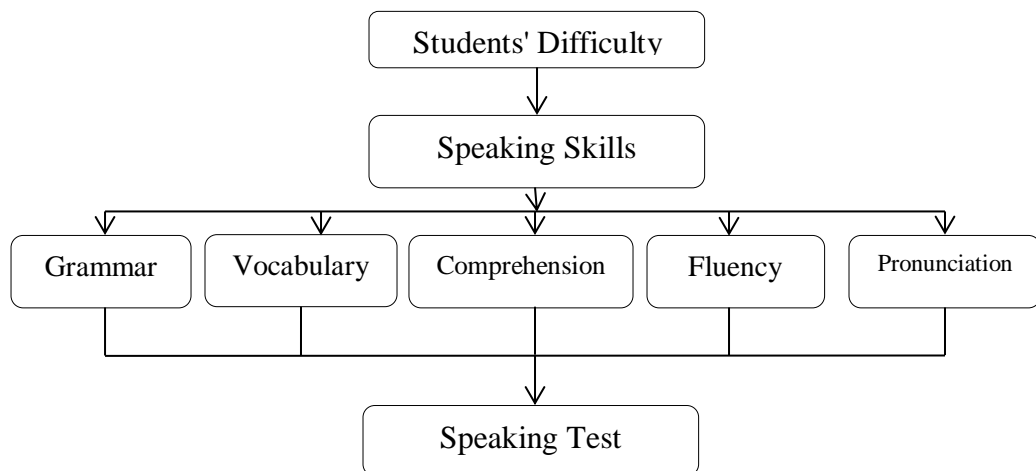
### **2.3 Conceptual Framework**

Speaking is an oral language activity carried out by humans. Speaking is the ability to pronounce articulated sounds or words to express thoughts, ideas and feelings. The purpose of speaking is to communicate. Communication is the

sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. However, in communicating using English, students tend to experience difficulty in speaking due to limited vocabulary and substitute words in delivery using English, besides that there are several factors that affect students' speaking difficulties such as inhibiting factors that exist in students, students' lack of knowledge of vocabulary, Low or unequal participation, and use of students' mother tongue. The conceptual framework in this study is as follows:

**Figure 1**

**Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research is a research with a descriptive approach. Descriptive research method is to collect information about the current existing condition (Creswell, 2014:5). Descriptive research includes surveys and fact-finding questions of various types. He also believed that the main characteristic of the descriptive method was that the researcher had no control over the variables; researchers can only report what has happened or is happening (Kothari, 2004: 2). In this study, the researcher collected a list of students' speaking using quantitative research methods.

This study aims to describe students' difficulties in speaking skills and the factors of students' difficulties in speaking English skills. By using this qualitative descriptive method, data were collected in oral form and then analyzed.

#### **3.2 Population and Sample**

##### **3.2.1 Population of The Research**

A population is the wider group of individuals about which the researcher wants to make a statement (Lodico, 2006:140). The population referred to in this study is the ninth grade students of Secondary School No 6 Kota Jambi.

**Table 1**  
**Total Students of Secondary School No 6 Kota Jambi**

<b>Class</b>	<b>Total</b>
IX A	36
IX B	36
IX C	37
IX D	37
IX E	32
IX F	32
IX G	33
IX H	34
IX I	33
IX J	31
IX K	32
Total	373

Based on the table of the number of students at Secondary School No 6 Kota Jambi, it has known that the total population in this study was 373 people.

### **3.2.2 Sample of The Research**

The sample in this study were students of ninth grade K at Secondary School No 6 Jambi City. To determine the sample that will be used in the research, various sampling techniques are used. In this study, the technique used to determine the sample is purposive sampling. Purposive sampling is all cases that mean some criterions that would be useful for quality assurance (Creswell, 2014: 209). The sample in this study was 37 students.

## **3.3 Technique of Data Collection**

### **3.3.1 Speaking Test**

Researchers used speaking tests to find out the problems faced by students. Speaking test is a set of questions used to measure students'

knowledge of skills, intelligence, and talent in speaking. In addition, the research used to evaluate the category of students' oral skills assessment. The speaking test in this study was to collect student data to help students' level of grammar, vocabulary, comprehension, fluency, and pronunciation in speaking skills.

### **3.4 Technique of Data Analysis**

To collect data must be process and analyse in accordance with predetermine outlines for purposes at the time of compiling a research plan. The term analysis refers to certain calculations measure together by looking for patterns of relationships that exist between groups of data. Data analysis is the general way involves a number of closely relate operations perform with a purpose to summarize the data collect and organize them in such a way that they answer research question (Kothari, 2004:122).

The researcher used descriptive method to analyze the data and collect it from the respondents, then the researcher tabulated the data to determine the percentage of students who had difficulty in speaking skills. Data collected through tests were analyzed using descriptive and inferential statistics. The data from speaking test are the score on the scoring categories. They are grammar, vocabulary, comprehension, fluency, and pronunciation.



**Table 2**

**The oral proficiency scoring categories grammar**

1 (Totally Inadequate)	Errors in grammar are frequent, but speakers can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2 (Adequate)	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3 (Successful)	Equivalent to that of an educated native speaker.

**Table 3**

**The oral proficiency scoring categories vocabulary**

1 (Totally Inadequate)	Speaking vocabulary inadequate to express anything but the most elementary needs.
2 (Adequate)	To speaking the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope a word.
3 (Successful)	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

**Table 4**

**The oral proficiency scoring categories comprehension**

1 (Totally Inadequate)	In this very limited language experience score, can understand simple questions and statements if delivered in slow speech, repetition, or paraphrasing.
2 (Adequate)	Comprehension is quite complete at a normal rate of speech.
3 (Successful)	Equivalent to an educated native speaker.

**Table 5**  
**The oral proficiency scoring categories fluency**

1 (Totally Inadequate)	In a certain fluency description. See the other four language areas for implied fluency levels.
2 (Adequate)	In discussing the interests of certain competencies with ease. Rarely have to fumble for words.
3 (Successful)	Complete fluency in the language so that the speech is fully accepted by educated native speakers.

**Table 6**  
**The oral proficiency scoring categories pronunciation**

1 (Totally Inadequate)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2 (Adequate)	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
3 (Successful)	Equivalent to and fully accepted by educated native speaker.

1. To analyze the students' scores on speaking skills, the researcher used the formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X : Score of the students

N : Score maximum

100 : standard score (Gay 1981:361).

2. To find out the mean score of the students' test, the researcher will use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean score

$\Sigma X$  : Total score

N : The number of student (Gay 1981: 361)

3. To analyze the data collected from the students' speaking skill test, the researcher used tabulation technique, percentage level using the following formula:

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

Where:

P : the percentage of students' speaking skill

F : total score.

N : maksimum score (Sudjana, 1996:66).

4. To classify the level of students' speaking skill, the researcher divided it into four level, namely:

**Table 7**  
**Rating Categories**

<b>Scale</b>	<b>Categories</b>
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Fair
0% - 49%	Poor

(Sudjana, 1996:66)

Where the levels mean:

Excellent : Speaking skill is accurate and acceptable.

Good : Speaking skill is less-accurate with minimum omission, addition and minimum inappropriate words.

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, a lot of grammatical errors  
and inappropriate words.

## **BAB IV**

### **FINDING AND DISCUSSION**

#### **4.1 Findings**

This study was conducted to analyze students' difficulties in speaking skills in the ninth grade of Secondary School No 6 Kota Jambi. To get satisfactory results, the implementation stage carried out in this research is the first stage of preparation. In this study, researchers conducted research observations on ninth grade students of Secondary School No 6 Kota Jambi, because the research was conducted during a pandemic, research observations were carried out online, where researchers were members of English learning groups with students and teachers of English subjects, researchers make observations on students' speaking skills in learning English, this is done so that researchers can find out students' difficulties in speaking skills, after knowing this the researchers will make a speaking test that is used to test students so that researchers can conduct further research.

The second stage of implementation. In this study, the researcher conducted a speaking test with the ninth grade students of Secondary School No 6 Kota Jambi with a sample of 10 people using random sampling technique, the speaking test was carried out in a way, the researcher gave sentences in English, and then answered by the students using English.

Third Analysis Phase, at this stage the researcher analyzed the research data that had been obtained from the test results with 10 ninth grade students of Secondary School No 6 Kota Jambi. Each student is given 12 questions in



English, which are then answered by students in English. After the data is obtained and collected from the respondents, the researcher then presents the data.

The following is the total score obtained by students based on the tests that have been carried out:

**Table 8**  
**Total Student Score**

No	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total Score
1	18	19	23	14	14	88
2	17	15	16	12	12	72
3	24	26	26	20	13	109
4	17	16	16	15	13	77
5	17	15	17	13	12	74
6	27	24	26	21	13	111
7	19	19	25	15	14	92
8	23	25	25	21	13	107
9	19	15	14	13	15	76
10	24	19	23	18	13	97
						$\Sigma$ 903

Based on the table, it is known that from the total number of students, 3 students obtained a total score above 100, and 7 students obtained a total score below 100.

#### **4.2 Make Discussions**

In this study, researchers used tests as primary data. This research was conducted on students in the ninth grade of Secondary School No 6 Kota Jambi. This study was designed using a speaking test. Data were collected through speaking tests conducted by ninth grade students of Secondary School No 6 Kota Jambi.

Based on the research that has been done, it is known that from a total of 10 students there are 3 students who get a total score above 100, and the remaining 7 students who get a total score below 100. Here are the student test results:

**Table 9**  
**Student Test Results**

No	Total Score	Percentage	Level Mastery
1	88	58,66666667	Fair
2	72	48	Poor
3	109	72,66666667	Good
4	77	51,33333333	Fair
5	74	49,33333333	Poor
6	111	74	Good
7	92	61,33333333	Good
8	107	71,33333333	Good
9	76	50,66666667	Fair
10	97	64,66666667	Good
	$\Sigma$ 903		

Based on the table, it is known that the difficulty of students in speaking skills in the ninth grade of Secondary School No 6 Kota Jambi, at the good level there were 5 students, the fair level was obtained by 3 students, and the poor level was obtained by 2 students. The following is the percentage of the total level of completeness of students:

**Table 10**  
**Percentage of Student Mastery Level**

Level of mastery	Percentage
Excellent	0%
Good	50%
Fair	30%
Poor	20%
Total	100%

Based on the table, it is known that there are differences in students' difficulty scores in speaking skills, the results of the study show that there are 2 students who are at the poor level, where the percentage results show 20%, then there are 3 students who are at the Fair level, where the percentage results show 30%, and there are 5 students who are at the Good level, where the percentage results show 50%.

The results of the speaking test of students who fall into the category of poor level are as follows:

- a. She answered like "my name is Ayunda khoirunnisa" this student answered according to the question asked and this student understood the meaning of the question.
- b. This student answered by spelling her nickname and this student did not understand the meaning of the question.
- c. If he answered like "yes, I am a student" it can be concluded that the student did not understand the question and this student spoke not very well but the answer was almost correct.
- d. She should have answered something like "what I learned is taking a speaking test" the student did not understand the question and this student spoke incoherently too briefly.
- e. She answered too short and incomplete He should answer "yes, I like my job speaking test, because I want to speak English correctly and fluently" the students did not understand and were not clear.

- f. This student answered the question correctly and not slowly.
- g. She should have answered "I lived here for fifteen years" This student doesn't understand and his pronunciation is slow.
- h. This student answered according to the questions asked but not in detail and spoke less fluently.
- i. This student did not answer according to the question asked but this student did not explain and spoke less clearly.
- j. This student answered incompletely he should answer like this "Yes, I can play a musical instrument as desired by the student". This student's pronunciation is bad and unclear.
- k. This student answered incompletely he should answer like this "two boys are playing soccer on the field" this student spoke a little but the answer was too short.
- l. This student answered incompletely she should answer like this "there are two boys and one girl playing basketball on the court" this student spoke less but the answer was too short.

The following are the results of the speaking test of students who fall into the fair level category, namely as follows:

- a. She answered like "my name is Feliza Azzahra" this student answered according to the question asked and this student understood the meaning of the question.
- b. This student answered by spelling his nickname and this student did not understand the meaning of the question.

- c. She should have answered like "yes, I am a student" it can be concluded that the student did not understand the question And his speech was very short and slow.
- d. She should have answered like "what I learned is taking the speaking test" the student did not understand the question And his speech was very short and slow.
- e. She answered too short and incomplete He should answer "yes, I like my job speaking test, because I want to speak English correctly and fluently" the students did not understand and were not clear.
- f. She should have answered "I am from Jambi city" to confirm the sentence of the question and his speech was not clear.
- g. She should have answered "I lived here for fifteen years" This student does not understand and his pronunciation is not clear.
- h. This student answered according to the questions asked and this student understood the meaning of the question and its pronunciation correctly and fluently.
- i. This student answered according to the question asked and this student understood the meaning of the question and his pronunciation was lacking.
- j. This student answered incomplete. He should have answered like this "Yes, I can play a musical instrument as the student likes" this student's pronunciation is poor and unclear.

- k. This student answered incompletely he should answer like this "two boys are playing soccer on the field" this student's pronunciation is quite good but the answer is too short.
- l. This student answered incompletely he should answer like this "there are two boys and one girl playing basketball on the court" this student's pronunciation is quite good but the answer is too short.

The following are the results of the speaking test of students who fall into the good level category, namely as follows:

- a. She answered like "my name is Maria Desnita Uli" this student answered according to the question asked and this student understood the meaning of the question.
- b. This student answered by spelling her nickname and this student did not understand the meaning of the question.
- c. She should have answered something like "yes, I am a student" it can be concluded that the student did not understand the question And spoke very short and slow.
- d. She should have answered something like "What I learned is taking speaking test" the student did not understand the question and this student spoke incoherently too briefly.
- e. She should have answered "yes, I like my job speaking test, because I want to speak English correctly and fluently".
- f. This student answered the question correctly and not slowly.
- g. This student understands and his pronunciation is slow.

- h. This student answered according to the questions asked and spoke less fluently.
- i. This student answered according to the questions asked his speech was also clear.
- j. This student answered incompletely he should have answered like this "Yes, I can play any musical instrument as the student wants" This student's pronunciation is bad and unclear.
- k. This student spoke in slow but complete convolutions he should have answered like this "two boys are playing soccer on the field ".
- l. This student answered completely, this student spoke incoherently slowly

Based on the speaking test conducted, the researcher found five difficulties experienced by students, namely vocabulary, grammar, pronunciation, comprehension and fluency (Leong and Ahmadi, 2017:35).

a. Vocabulary

The researcher found some problems in students' speaking. One of the problems speaking to students is vocabulary. Vocabulary is the number of words that make up a language. Students have low vocabulary, which causes the influence of students' speaking activities. Speaking becomes slow and even students speak with many pauses just because students do not know what to say next, students feel confused when pronouncing words and find it difficult to choose words to say, students have difficulty in pronouncing English words, students only can say it in Indonesian.

b. Grammar

Students do not understand what grammar is, students do not know how to arrange grammar correctly. All students have low mastery in English grammar, sometimes students make mistakes in some grammar, they just say what they know. The students didn't have time to think, and they just improvised. However, they usually make mistakes in composing words or sentences.

c. Pronunciation

The students do not understand how to pronounce the words while speaking. Sometimes students make mistakes even they talk. It happened when they tried to speak English. They still have the wrong pronunciation. Students do not know how to pronounce words, maybe students already know how to pronounce them, but students are not confident, they are afraid if they make mistakes in pronouncing words. Most of the students lack the confidence to pronounce. When students pronounce words, their pronunciation sound is not good enough. The problem occurs because they are influenced by their mother tongue, it makes them afraid and embarrassed to speak.

d. Comprehension

The researcher found that students had low ability to understand when their interlocutor spoke in English, so the problem of students was not understanding it. Students explain that students do not understand what the other person is talking about, especially in English.



e. Fluency

The researcher found that the students were less fluent. Students use their mother tongue every day, and they can speak fluently when they try to speak in English. The students explained, especially when speaking English the students were not fluent in speaking.

From the results obtained through the speaking test, it can be seen that the average difficulty of students in speaking skills occurs due to a lack of understanding of students in learning English, students do not understand the use of grammar in learning English, and the lack of vocabulary that students have, this causes Students' speaking becomes damaged, because in general students choose the wrong word, and choose the wrong word in speaking a language, so that if it is interpreted it can contain a sentence meaning that is different from the actual meaning of the sentence.

Basically, humans spend more time interacting orally with language than using it in written form. Speaking is the most important skill because it is one of the skills needed to have a conversation. Speaking English is not an easy task because the speaker has to know many important components such as vocabulary, grammar, pronunciation, comprehension and fluency. Learners must have sufficient English language skills in order to communicate easily and effectively with others.

The importance of speaking is demonstrated by the integration of other language skills. Speaking helps learners develop their vocabulary and grammar skills and then improve their writing skills. Students can express emotions, ideas;

tell stories; ask; speak, discuss, and demonstrate various language functions. Speaking is very important outside the classroom. Therefore, speakers of the language have more opportunities to find work in various organizations and companies (Richards, 2008:19).

When students learn English, speaking is very important to support their ability to apply the language. Speaking skill is very important for human success. The importance of speaking skills is observed in the daily activities of people. Talking is an interactive activity and takes place under real time constraints. This means that people can use words and phrases fluently without much conscious thought. Speaking skills allow individuals to produce sentences for actual communication, in other words they actually like to communicate in language to get certain goals.

Various attempts have been made to classify the function of speech in human interaction. As for the function of speaking, firstly speaking as interaction refers to what we usually mean by "conversation" and describes interactions that serve a major social function. When people meet, they exchange greetings, engage in small talk, share recent experiences, and so on, because they want to be friendly and establish a comfort zone for interaction with other people. The focus is more on the speaker and how they want to present themselves to each other than on the message. Such exchanges can be casual or more formal, depending on the circumstances. Both speeches function as transactions referring to situations where the focus is on what was said or done. Messages and getting oneself understood clearly and accurately were the main focus, rather than the participants

and how they socially interacted with each other. A third type of speech which can be usefully distinguished is called speech as performance. It refers to public speaking, i.e. talk that conveys information in front of an audience, such as class presentations, public announcements, and speeches (Richards, 2008:19-26).

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the results of research on students' difficulties in speaking skills in the ninth grade of Secondary School No 6 Kota Jambi, it can be concluded that there are 2 students who are at the poor level, with the percentage results showing 20%, then there are 3 students who are at the Fair level, with the percentage results showing 30%, and there are 5 students who are at the Good level, with the percentage results showing 50%.

#### **5.2 Suggestion**

Based on the conclusions of the study, the suggestions from this research are as follows:

- a. For teachers in teaching activities in the classroom, teachers must select and sort out all the material to be taught to students and packaged with the best strategies, use authentic materials according to the context of students, and teachers need to consider both the cultural side and student skills, in particular. In teaching speaking, because with fun learning, students will find it simple and interesting to understand the material presented.
- b. Students are advised not to be ashamed and afraid to make mistakes when speaking. Students must be optimistic and work hard, in a practical way, to develop these habits.
- c. Further research is needed to explore this issue with a larger sample, and also researchers should conduct more in-depth research related to cultural phrases and terms.

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## APPENDIX I

### Speaking Test:

In the first part of the test, the examiner will ask questions about the students themselves. It is expected that students always try to say more than one word, and arrange the words into sentences.

- a. What's your name?
- b. How do you spell your surname (family name)?
- c. Are you a student?
- d. What do you do/study?
- e. Do you like your job? Why (not)?
- f. Where are you from?
- g. How long have you lived here?
- h. Tell me about your house or flat?
- i. What music do you like? what music do you like?
- j. Can you play one type of musical instrument? What examples?

In the second part of the test, the examiner will ask students to describe what is happening in a picture, then ask students two questions. Make sure students answer as completely as possible.





## APPENDIX II

### Student Speaking Test Results

No	Name	Sentence
1.	Feliza Azzahra	<p>1. What's your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Feliza Azzahra"</u> this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family?  <b>Answer : <u>She answered like "Feli"</u> This student answered by spelling the full name according to his name, but only heard pronouncation in unclear spelling.</b></p> <p>3. Are you a student?  <b>Answer : She answered only <u>"yes"</u>She should have answered like <u>"yes, I am a student"</u> it could be concluded that the student did not understand the question And the way of speech is very short and slow .</b></p> <p>4. What do you do/study?  <b>Answer : <u>She answered " carry of a test "</u>She should have answered like <u>" what I study is taking a speaking test "</u> students do not understand the question And the way of speech is very short and slow .</b></p> <p>5. Do you like your job?Why (not)?  <b>Answer : She answered <u>"yes"</u> She answered too briefly and incompletely She should have answered <u>"yes, I like my job speaking test, because I want to speak English correctly and fluently"</u> the student does not understand and is not clear.</b></p> <p>6. Where are you from?  <b>Answer : <u>She answered "jambi city"</u> She should have answered <u>"I'm from Jambi city"</u> to confirm the sentence of the question and she speech is not clear .</b></p>

		<p>7. How long have your lived here?  <b>Answer : <u>She answered " fifteen years"</u> She should have replied <u>"I'm lived here for fifteen years"</u> This student does not understand and the pronunciation is not clear</b></p> <p>8. Tell me about your house or flat?  <b>Answer : She answered <u>"yes, my house has a living room, bedroom, bathroom and kitchen"</u> this student answered according to the question asked and this student understood the meaning of the question and the pronunciation is precise and fluent .</b></p> <p>9. What music do you like?What music do you like?  <b>Answer : She answered <u>"No, I know PUBG"</u> this student answered according to the question asked and this student understood the meaning of the question and the pronunciation is less.</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : She answer <u>"Yes, piano"</u> this student answered incompletely She should have answered like this <u>"Yes, I can play musical instruments as student like it"</u> this student pronunciation is less and not clear</b></p> <p>1. Picture one  <b>Answer: She answer <u>"people playing football "</u> this student answered incompletely she should have answered like this "two boys are playing football on the field" this student pronunciation is quite good but the answer is too short.</b></p> <p>2. Picture two  <b>Answer: She answer <u>"people playing basketball"</u> this student answered incompletely she should have answered</b></p>
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		<p>like this <u>"there are two boys and one girl playing basketball on the court"</u> this student pronunciation is quite good but the answer is too short</p>
2.	Ayunda Khoirunnisa	<p>1. What's your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Ayunda khoirunnisa"</u> this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family?  <b>Answer : She answer like "<u>Ayu</u>" This student answered by spelling the full name according to his name, but only heard pronunciation in unclear spelling.</b></p> <p>3. Are you a student?  <b>Answer : She simply answered "<u>yes, I am</u>" Should she answer like "<u>yes, I am a student</u>" it could be concluded that the student did not understand the question and this student speaks not very well but the answer is almost right.</b></p> <p>4. What do you do/study?  <b>Answer : She answer "<u>music and art</u>" she should have answered something like "<u>what I study is taking a speaking test</u>" the students didn't understand the question and this student speaks unclearly too briefly .</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : She answered "<u>yes</u>" She answered too briefly and incompletely She should have answered "<u>yes, I like my job speaking test, because I want to speak English correctly and fluently</u>" the student does not understand and is not clear.</b></p> <p>6. Where are you from?  <b>Answer : She answered "<u>I'm from Jambi</u></b></p>

		<p><b><u>city.</u></b> This student answered the question correctly and not slowly.</p> <p>7. How long have you lived here?  <b>Answer :</b> She replied "<b><u>five years</u></b>" she should have answered "<b><u>I lived here for fifteen years</u></b>" this student doesn't understand and the pronunciation is slow.</p> <p>8. Tell me about your house or flat?  <b>Answer :</b> She answered "<b><u>my house is very comfortable</u></b>" this student answered according to the questions asked but not in detail and spoke less fluently.</p> <p>9. What music do you like? What music do you like?  <b>Answer :</b> She answered "<b><u>five years</u></b> " this student did not answer according to the question asked but this student lacked an explanation and spoke less clearly</p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer :</b> She answered "<b><u>can tambourine</u></b>" this student answered incompletely she should have answered like this "<b><u>Yes, I can play a musical instrument as the student likes</u></b>" this student's pronunciation is poor and unclear.</p> <p>1. Picture one  <b>Answer:</b> She answered "<b><u>playing football</u></b>" this student answered incompletely she should have answered like this "<b><u>two boys are playing football on the field</u></b>" this student spoke a little but the answer was too short</p> <p>2. Picture two  <b>Answer:</b> She answered "<b><u>playing basketball</u></b>" this student answered incompletely she should have answered like this "<b><u>there are two boys and one girl playing basketball on the court</u></b>" this student spoke less but the answer was too</p>
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		short
3.	Maria Desnita Uli	<p>1. What's your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Maria Desnita Uli</u> "this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : <u>She answered like "Maria"</u> This student answered by spelling the full name according to his name, but only heard pronouncation in unclear spelling.</b></p> <p>3. Are you a student?  <b>Answer : She simply replied <u>"I am a student"</u> she should have answered something like <u>"yes, I am a student"</u> it can be concluded that the student did not understand the question And spoke very short and slow.</b></p> <p>4. What do you do/study?  <b>Answer : She answer <u>"i study speaking test"</u> she should have answered something like <u>"what I study is taking a speaking test"</u> the students didn't understand the question and this student speaks unclearly too briefly</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : This student <u>did not answer the question</u>, She should have answered <u>"yes, I like my job speaking test, because I want to speak English correctly and fluently"</u></b></p> <p>6. Where are you from?  <b>Answer : She answered <u>"I'm from kota baru Jambi city."</u> This student answered the question correctly and not slowly.</b></p> <p>7. How long have your lived here?  <b>Answer : She replied <u>"i lived here seventy years"</u> this student understand and the pronouncation is slow.</b></p>

		<p>8. Tell me about your house or flat?  <b>Answer : She answered <u>"i have a house with one living room, bedroom,kithcen room and one bathroom "</u> this student answered according to the questions asked detail and spoke less fluently.</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : She answered <u>"I like pop music"</u> this student answered according to the questions asked his speech was also clear</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : She answered <u>"i can play a piano"</u> this student answered incompletely she should have answered like this <u>"Yes, I can play a musical instrument as the student likes"</u> this student's pronunciation is poor and unclear.</b></p> <p>1. Picture one  <b>Answer: She answered <u>"There are two boys playing soccer there is one ball in the picture there is green reast"</u> This student speaks convoluted slow but complete she should have answered like this <u>"two boys are playing football on the field"</u></b></p> <p>2. Picture two  <b>Answer: She answered <u>"There are two boys playing basket ball there are basket ball one men where shoot ball"</u> this student answered completely, this student speaks unclearly slowly</b></p>
4.	Ayu Mia	<p>1. What's your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Ayu Mia</u> "this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : This student <u>doesn't spell she name,</u></b></p>

		<p>she just speaks the name, She should have spell name answered is <u>“Mia”</u>.</p> <p>3. Are you a student?  <b>Answer : She answered <u>"yes, I'm student"</u> it can be said that this student understand the question and this student speaks quite well</b></p> <p>4. What do you do/study?  <b>Answer : She answer <u>" my job is playing football "</u> she should have answered something like <u>"what I study is taking a speaking test"</u> the student speak english but their speaking miss understandable</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : She answered <u>"Yes, because playing soccer can train physically "</u> She should have answered <u>"yes, I like my job speaking test, because I want to speak English correctly and fluently"</u> the student speak english but their speaking miss understandable</b></p> <p>6. Where are you from?  <b>Answer : She answered <u>"I'm from jakarta."</u> This student answered the question correctly and not slowly.</b></p> <p>7. How long have your lived here?  <b>Answer : She answered <u>" about four years my house "</u> She should have replied <u>"I'm lived here for four years"</u> the student speak english but their speaking miss understandable</b></p> <p>8. Tell me about your house or flat?  <b>Answer : She answer <u>"i live in a failed simple house not improvet my more sale myhouse is a beautiful kencana residen area"</u> The student speak slowly but understandable</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : She answer <u>" i like korea pop music"</u> the student cannot english</b></p>
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		<p>10. Can you play one type of musical instrument? What example?  <b>Answer : she answer” <u>i can play keyboard</u>” she should have answered like this <u>"Yes, I can play a musical instrument as the student likes"</u> the student speak english but their speaking miss understandable.</b></p> <p>1. Picture one  <b>Answer: This student did not answer the question</b></p> <p>2. Picture two  <b>Answer: This student did not answer the question</b></p>
5.	Noviera Hafsari	<p>1. What’s your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Noviera Hafsari"</u> “this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : <u>She answered like “Sari”</u> The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>3. Are you a student?  <b>Answer : She simply answered <u>"yes, I am"</u> Should she answer like <u>"yes, I am a student"</u> The student speak slowly but understandable</b></p> <p>4. What do you do/study?  <b>Answer : She answer <u>"music"</u> she should have answered something like <u>"what I study is taking a speaking test"</u> the student cannot english</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : She answered <u>"yes"</u> She should have answered <u>"yes, I like my job speaking test, because I want to speak English correctly and fluently"</u> The student speak slowly but understandable</b></p>



		<p>6. Where are you from?  <b>Answer : : She answered <u>"I'm from Jambi city."</u> This student answered the question correctly and the student speak english but their speaking miss understandable</b></p> <p>7. How long have your lived here?  <b>Answer : : She replied <u>"three years"</u> He should have answered <u>"I lived here for three years"</u> the student speak english but their speaking miss understandable</b></p> <p>8. Tell me about your house or flat?  <b>Answer : She answered <u>"yes, my house has a living room, bedroom, bathroom and kitchen"</u> The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : She answered <u>"I like rock music"</u> the student cannot speak english</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : she answer" <u>i can play piano"</u> she should have answered like this <u>"Yes, I can play a musical instrument as the student likes"</u> The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>1. Picture one.  <b>Answer: She answered <u>"playing football"</u> she should have answered like this <u>"two boys are playing football on the field"</u> the student speak english but their speaking miss understandable</b></p> <p>2. Picture two  <b>Answer: She answered <u>"playing basketball"</u> she should have answered like this <u>"there are two boys and one girl playing basketball on the court"</u> the student speak english but their speaking</b></p>
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		<b>miss understandable</b>
6.	Muhammad Fahrel	<p>1. What's your name?  <b>Answer : Students answer the questions completely. <u>He answered like "my name is Muhammad Fahrel</u> "this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : <u>He answered like "Fahrel"</u> The student speak slowly but understandable</b></p> <p>3. Are you a student?  <b>Answer : He simply answered <u>"yes, I am student"</u> Should he answer like <u>"yes, I am a student"</u> The student speak slowly but understandable</b></p> <p>4. What do you do/study?  <b>Answer : He answer <u>"I don't learn anything while studying"</u> he should have answered something like <u>"what I study is taking a speaking test"</u> The student speak slowly but understandable</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer :He answer <u>" i like my job , because i get new listen of course is fun"</u> he should have answered <u>"yes, I like my job speaking test, because I want to speak English correctly and fluently"</u> the student cannot speak english</b></p> <p>6. Where are you from?  <b>Answer : He answered <u>"I'm from Jambi city."</u> This student answered the question correctly and The student speak English but their speaking miss understandable and he give short answer.</b></p> <p>7. How long have your lived here?  <b>Answer : He replied <u>"fourty years"</u> He should have answered <u>"I lived here for fourty years"</u> The student speak slowly but</b></p>

		<p><b>understandable</b></p> <p>8. Tell me about your house or flat?  <b>Answer :He answer “<u>my house is in mind of the city of jambi</u>” the student speak english but their speaking miss understandable</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : He answer “<u>I like dangdut</u>“ the student cannot speak english</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : He answer “<u>no, because I'm not interested</u>” The student speak slowly but understandable</b></p> <p>1. Picture one  <b>Answer: He answer ” <u>picture shoot two people playing football in the fell</u>” he should have answered like this "<u>two boys are playing football on the field</u>" The student speak slowly but understandable</b></p> <p>2. Picture two  <b>Answer: He answer “<u>three are people whit two basket ball playing one person is train to shoot ball in to the ring and two other people are viting the wall</u>” he should have answered like this "<u>there are two boys and one girl playing basketball on the court</u>" The student speak slowly but understandable</b></p>
7.	Rio Ramadhan	<p>1. What’s your name?  <b>Answer : Students answer the questions completely. <u>He answered like "my name is Rio Ramadhan</u> “this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : He answer like“<u>Rio</u>”The student speak English but their speaking miss understandable and he give short answer.</b></p>

		<p>3. Are you a student?  <b>Answer : He simply answered "<u>yes, I am</u>"</b>  <b>Should he answer like "<u>yes, I'm a student</u>"</b>  <b>The student speak English but their speaking miss understandable and he give short answer.</b></p> <p>4. What do you do/study?  <b>Answer : He answer "<u>i'm study english</u>" he should have answered something like "<u>what I study is taking a speaking test</u>"</b> The student speak slowly but understandable  <b>The student speak slowly but understandable</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : He answer "<u>i like my job , because i want speak english</u>"</b> He should have answered "<u>yes, I like my job speaking test, because I want to speak English correctly and fluently</u>" The student speak English but their speaking miss understandable and he give short answer.</p> <p>6. Where are you from?  <b>Answer : : He answered "<u>I'm from Jambi city.</u>"</b> This student answered the question correctly and The student speak English but their speaking miss understandable and he give short answer.</p> <p>7. How long have your lived here?  <b>Answer : : He replied "<u>ten years</u>"</b> He should have answered "<u>I lived here for ten years</u>"  <b>The student speak slowly but understandable</b></p> <p>8. Tell me about your house or flat?  <b>Answer : He answer "<u>my house more like medium size</u>"</b>The student speak slowly but understandable</p> <p>9. What music do you like? What music do you like?  <b>Answer : He answer "<u>i like EDM</u>"</b> "the student speak english but their speaking miss understandable</p>
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		<p>10. Can you play one type of musical instrument? What example?  <b>Answer : He answer ” <u>i can about litte like witer keyboard</u>” he should have answered like this <u>"Yes, I can play a musical instrument as the student likes"</u>The student speak slowly but understandable.</b></p> <p>1. Picture one  <b>Answer: He answer “<u>there is two boys that a playing soccer with one ball</u> “ he should have answered like this <u>"two boys are playing football on the field"</u> The student speak English but their speaking miss understandable and he give short answer.</b></p> <p>2. Picture two  <b>Answer: He answer “<u>there is three boys that playing basket ball with two ball</u>” he should have answered like this <u>"there are two boys and one girl playing basketball on the court"</u>the student speak english but their speaking miss understandable</b></p>
8.	Putri Ramadhani	<p>1. What’s your name?  <b>Answer : Students answer the questions completely. <u>She answered like "my name is Putri Ramadhani</u> “ this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : She answer “<u>Putri</u> “ The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>3. Are you a student?  <b>Answer : She answered <u>"yes, I'm student"</u> it can be said that this student understand the question and the student cannot speak english</b></p> <p>4. What do you do/study?  <b>Answer :She answer “<u>yes, a do must study everyday like math sains like other</u>” she</b></p>

		<p>should have answered something like "<u>what I study is taking a speaking test</u>" the student speak english but their speaking miss understandable</p> <p>5. Do you like your job? Why (not)?  <b>Answer : She answer "<u>This student did not answer the question</u>" She should have answered "<u>yes, I like my job speaking test, because I want to speak English correctly and fluently</u>"</b></p> <p>6. Where are you from?  <b>Answer : She answered "<u>I'm from Jambi city.</u>" This student answered the question correctly and The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>7. How long have your lived here?  <b>Answer : She answer "<u>i live here a long is my live or i'm live here from ambon</u>" The student speak slowly but understandable</b></p> <p>8. Tell me about your house or flat?  <b>Answer : She answer "<u>my house is not really big but not really small yes something that i live with my parents and my brothers</u>" The student speak slowly but understandable</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : She answer "<u>i'm like to listen music make me happy like gender music rock ARNB</u>" the student speak english but their speaking miss understandable</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer :She answer "<u>No, i'm not really good at playing music instrument but i want learn play gitar</u>" The student speak slowly but understandable</b></p> <p>1. Picture one</p>
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		<p><b>Answer: She answer “<u>i see two younger men or three younger men how playing there scoccer and they look very happy to play a sscore</u>” she should have answered like this “<u>two boys are playing football on the field</u>” The student speak slowly but understandable</b></p> <p>2. Picture two  <b>Answer: She answer “<u>i see two younger or three basket ball maybe not in mate because of them play to ball</u>” she should have answered like this “<u>there are two boys and one girl playing basketball on the court</u>”The student speak slowly but understandable</b></p>
9.	Sherin Amanda Putri	<p>1. What’s your name?  <b>Answer : Students answer the questions completely. She answered like “<u>my name is Sherin Amanda Putri</u>” this student answered according to the question asked and this student understood the meaning of the question.</b></p> <p>2. What is your nickname in the family??  <b>Answer : She answer “<u>Shiren</u>” The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>3. Are you a student?  <b>Answer : She answer “<u>yes that’s right</u> “ Should she answer like “<u>yes, I’m a student</u>”The student speak slowly but understandable</b></p> <p>4. What do you do/study?  <b>Answer : She answer” <u>doing home work</u>” she should have answered something like “<u>what I study is taking a speaking test</u>” the student speak english but their speaking miss understandable</b></p> <p>5. Do you like your job? Why (not)?  <b>Answer : She answer” <u>Yes</u> “ She should have answered “<u>yes, I like my job speaking test, because I want to speak English correctly</u>”</b></p>

		<p><b><u>and fluently"</u> the student cannot speak english</b></p> <p>6. Where are you from?  <b>Answer : She answered "<u>I'm from Jambi city.</u>" This student answered the question correctly and The student speak English but their speaking miss understandable and she give short answer.</b></p> <p>7. How long have your lived here?  <b>Answer : She replied "<u>seventy years</u>" she should have answered "<u>I lived here for seventy years</u>" the student cannot speak english</b></p> <p>8. Tell me about your house or flat?  <b>Answer :She answer " <u>i live in simple house next two my house there is fflouse in garden than in floun my house there are many make boring my house big high my house</u>" the student speak english but their speaking miss understandable</b></p> <p>9. What music do you like? What music do you like?  <b>Answer : : She answer "<u>i like in indonesian pop music and k-pop music</u>" the student cannot speak english</b></p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : She answer "<u>i can play music</u>" she should have answered like this "<u>Yes, I can play a musical instrument as the student likes</u>" the student speak english but their speaking miss understandable</b></p> <p>1. Picture one  <b>Answer: She answer "<u>there are boys about playing soccer</u>" she should have answered like this "<u>two boys are playing football on the field</u>" the student cannot speak english</b></p> <p>2. Picture two</p>
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		<p><b>Answer:</b> She answer <b><u>“there are three boys on two basket ball there playing basketball on the with to people in the same from there parents</u>”</b> she should have answered like this <b><u>“there are two boys and one girl playing basketball on the court”</u></b> the student speak English but their speaking miss understandable and she give short answer.</p>
10.	Kayzara Septifani Putri	<ol style="list-style-type: none"> <li>1. What’s your name?  <b>Answer :</b> Students answer the questions completely. She answered like <b><u>“my name is Kayzara Septifani Putri”</u></b> this student answered according to the question asked and this student understood the meaning of the question.</li> <li>2. What is your nickname in the family??  <b>Answer :</b> She answer <b><u>“Zara“</u></b> The student speak English but their speaking miss understandable and she give short answer .</li> <li>3. Are you a student?  <b>Answer :</b> She answered <b><u>“yes, I’m student”</u></b> it can be said that this student understand the question and the student cannot speak english</li> <li>4. What do you do/study?  <b>Answer :</b> She answer <b><u>“I don’t learn anything while studying”</u></b> she should have answered something like <b><u>“what I study is taking a speaking test”</u></b> The student speak slowly but understandable</li> <li>5. Do you like your job? Why (not)?  <b>Answer :</b> She answer <b><u>“This student did not answer the question”</u></b> She should have answered <b><u>“yes, I like my job speaking test, because I want to speak English correctly and fluently”</u></b></li> <li>6. Where are you from?  <b>Answer :</b> She answered <b><u>“I’m from Jambi city.”</u></b> This student answered the question</li> </ol>

		<p>correctly and The student speak English but their speaking miss understandable and she give short answer.</p> <p>7. How long have your lived here?  <b>Answer : She replied "<u>fourty years</u>" she should have answered "<u>I lived here for fourty years</u>"</b> The student speak slowly but understandable</p> <p>8. Tell me about your house or flat?  <b>Answer : She answer "<u>my house is in mind of the city of jambi</u>"</b> The student speak slowly but understandable</p> <p>9. What music do you like? What music do you like?  <b>Answer : She answer "<u>i like in indonesian pop</u>"</b> the student cannot speak english</p> <p>10. Can you play one type of musical instrument? What example?  <b>Answer : She answer "<u>i can play music gitar</u>" she should have answered like this "<u>Yes, I can play a musical instrument as the student likes</u>"</b>The student speak slowly but understandable</p> <p>1. Picture one  <b>Answer: She answer "<u>there are two boys playing soccer and passing the ball</u>" she should have answered like this "<u>two boys are playing football on the field</u>"</b> the student speak english but their speaking miss understandable</p> <p>2. Picture two  <b>Answer: She answer "<u>there are three boys playing basketball he is very happy</u>" she should have answered like this "<u>there are two boys and one girl playing basketball on the court</u>"</b> The student speak slowly but understandable</p>
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### APPENDIX III

**Table the results of the students' speaking test in the poor category**

<p>What's your name?</p>	<p>Ayunda Khoirunnisa</p>	<p>She answered like "my name is Ayunda khoirunnisa" this student answered according to the question asked and this student understood the meaning of the question.</p>
<p>What is your nickname in the family?</p>	<p>Ayu</p>	<p>This student answered by spelling her nickname and this student did not understand the meaning of the question.</p>
<p>Are you a student?</p>	<p>Yes, I am</p>	<p>If he answered like "yes, I am a student" it can be concluded that the student did not understand the question and this student spoke not very well but the answer was almost correct.</p>
<p>What do you do/study?</p>	<p>Music and art</p>	<p>She should have answered something like "what I learned is taking a speaking test" the student did not understand the</p>

<p>Do you like your job? Why not?</p>	<p>Yes</p>	<p>question and this student spoke incoherently too briefly.</p> <p>She answered too short and incomplete He should answer "yes, I like my job speaking test, because I want to speak English correctly and fluently" the students did not understand and were not clear.</p>
<p>Where are you from?</p>	<p>I am from Jambi city</p>	<p>This student answered the question correctly and not slowly.</p>
<p>How long have you lived here?</p>	<p>Five Years</p>	<p>She should have answered "I lived here for fifteen years" This student doesn't understand and his pronunciation is slow.</p>
<p>Tell me about your house or flat?</p>	<p>My House Is Very Comfortable</p>	<p>This student answered according to the questions asked but not in detail and spoke less fluently.</p>
<p>What music do you like?</p>	<p>Five Years</p>	<p>This student did not answer according to the</p>

<p>Can you play one type of instrument? What example?</p>	<p>Can Tambourine</p>	<p>question asked but this student did not explain and spoke less clearly.</p> <p>This student answered incompletely he should answer like this "Yes, I can play a musical instrument as desired by the student". This student's pronunciation is bad and unclear.</p>
<p>Picture one</p>	<p>Playing Soccer</p>	<p>This student answered incompletely he should answer like this "two boys are playing soccer on the field" this student spoke a little but the answer was too short.</p>
<p>Picture two</p>	<p>Playing Basketball</p>	<p>This student answered incompletely she should answer like this "there are two boys and one girl playing basketball on the court" this student spoke less but the answer was too short.</p>

**Table the results of the students' speaking test in the fair category**

<p>What's your name?</p>	<p>Feliza Azzahra</p>	<p>She answered like "my name is Feliza Azzahra" this student answered according to the question asked and this student understood the meaning of the question.</p>
<p>What is your nickname in the family?</p>	<p>Feli</p>	<p>This student answered by spelling his nickname and this student did not understand the meaning of the question.</p>
<p>Are you a student?</p>	<p>Yes</p>	<p>She should have answered like "yes, I am a student" it can be concluded that the student did not understand the question And his speech was very short and slow.</p>
<p>What do you do/study?</p>	<p>Do the test</p>	<p>She should have answered like "what I learned is taking the speaking test" the student did not understand the question And his speech was very short and slow.</p>

<p>Do you like your job? Why not?</p>	<p>Yes</p>	<p>She answered too short and incomplete He should answer "yes, I like my job speaking test, because I want to speak English correctly and fluently" the students did not understand and were not clear.</p>
<p>Where are you from?</p>	<p>Jambi city</p>	<p>She should have answered "I am from Jambi city" to confirm the sentence of the question and his speech was not clear.</p>
<p>How long have you lived here?</p>	<p>Fifteen years</p>	<p>She should have answered "I lived here for fifteen years" This student does not understand and his pronunciation is not clear.</p>
<p>Tell me about your house or flat?</p>	<p>Yes, my house has a living room, bedroom, bathroom and kitchen</p>	<p>This student answered according to the questions asked and this student understood the meaning of the question and its pronunciation correctly and fluently.</p>

<p>What music do you like?</p>	<p>No, I know PUBG</p>	<p>This student answered according to the question asked and this student understood the meaning of the question and his pronunciation was lacking.</p>
<p>Can you play one type of instrument? What example?</p>	<p>Yes, piano</p>	<p>This student answered incomplete. He should have answered like this "Yes, I can play a musical instrument as the student likes" this student's pronunciation is poor and unclear.</p>
<p>Picture one</p>	<p>People play soccer</p>	<p>This student answered incompletely he should answer like this "two boys are playing soccer on the field" this student's pronunciation is quite good but the answer is too short.</p>
<p>Picture two</p>	<p>People play basketball</p>	<p>This student answered incompletely he should answer like this "there are two boys and one girl playing basketball on the</p>



		court" this student's pronunciation is quite good but the answer is too short.
--	--	--

**Table the results of the students' speaking test in the good category**

What's your name?	Maria Desnita Uli	She answered like "my name is Maria Desnita Uli" this student answered according to the question asked and this student understood the meaning of the question.
What is your nickname in the family?	Maria	This student answered by spelling her nickname and this student did not understand the meaning of the question.
Are you a student?	I am a student	She should have answered something like "yes, I am a student" it can be concluded that the student did not understand the question And spoke very short and slow.
What do you do/study?	I studied speaking test	She should have answered something like "What I

<p>Do you like your job? Why not?</p>	<p>This student did not answer the question</p>	<p>learned is taking speaking test" the student did not understand the question and this student spoke incoherently too briefly.</p> <p>She should have answered "yes, I like my job speaking test, because I want to speak English correctly and fluently".</p>
<p>Where are you from?</p>	<p>I am from the new city of Jambi city</p>	<p>This student answered the question correctly and not slowly.</p>
<p>How long have you lived here?</p>	<p>I lived here seventy years</p>	<p>This student understands and his pronunciation is slow.</p>
<p>Tell me about your house or flat?</p>	<p>I have a house with one living room, bedroom, kitchen and one bathroom</p>	<p>This student answered according to the questions asked and spoke less fluently.</p>
<p>What music do you like?</p>	<p>I like pop music</p>	<p>This student answered according to the questions asked his speech was also clear.</p>

<p>Can you play one type of instrument? What example?</p>	<p>I can play the piano</p>	<p>This student answered incompletely he should have answered like this "Yes, I can play any musical instrument as the student wants" This student's pronunciation is bad and unclear.</p>
<p>Picture one</p>	<p>There are two boys playing soccer there is one ball in the picture there is a green back</p>	<p>This student spoke in slow but complete convolutions he should have answered like this "two boys are playing soccer on the field ".</p>
<p>Picture two</p>	<p>There are two boys playing basketball there is basketball one boy shooting the ball</p>	<p>This student answered completely, this student spoke incoherently slowly</p>

#### APPENDIX IV

To find the average score and percentage of students' translation skills, the researcher carried out the following steps:

- a. To find out the mean score of the students' test, the researcher will use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean score

$\sum X$  : Total score

N : The number of student (Gay 1981: 361)

$$\begin{aligned}\bar{X} &= \frac{903}{10} \\ &= 90,3\end{aligned}$$

- b. To analyze the data collected from the students' speaking skill test, the researcher used tabulation technique, percentage level using the following formula:

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

Where:

P : the percentage of students' difficulties.

F : total score.

N : maksimum score (Sudjana, 1996:66).

$$\begin{aligned}P &= \frac{90,3}{180} \times 100 \% \\ &= 50,1 \%\end{aligned}$$

Based on the calculation, the percentage of students' difficulties is 50,1%.  
From the results of the study, the researcher concluded that in general, students' speaking difficulties was fair.

## APPENDIX V

### Table Of Student Scores In Speaking English

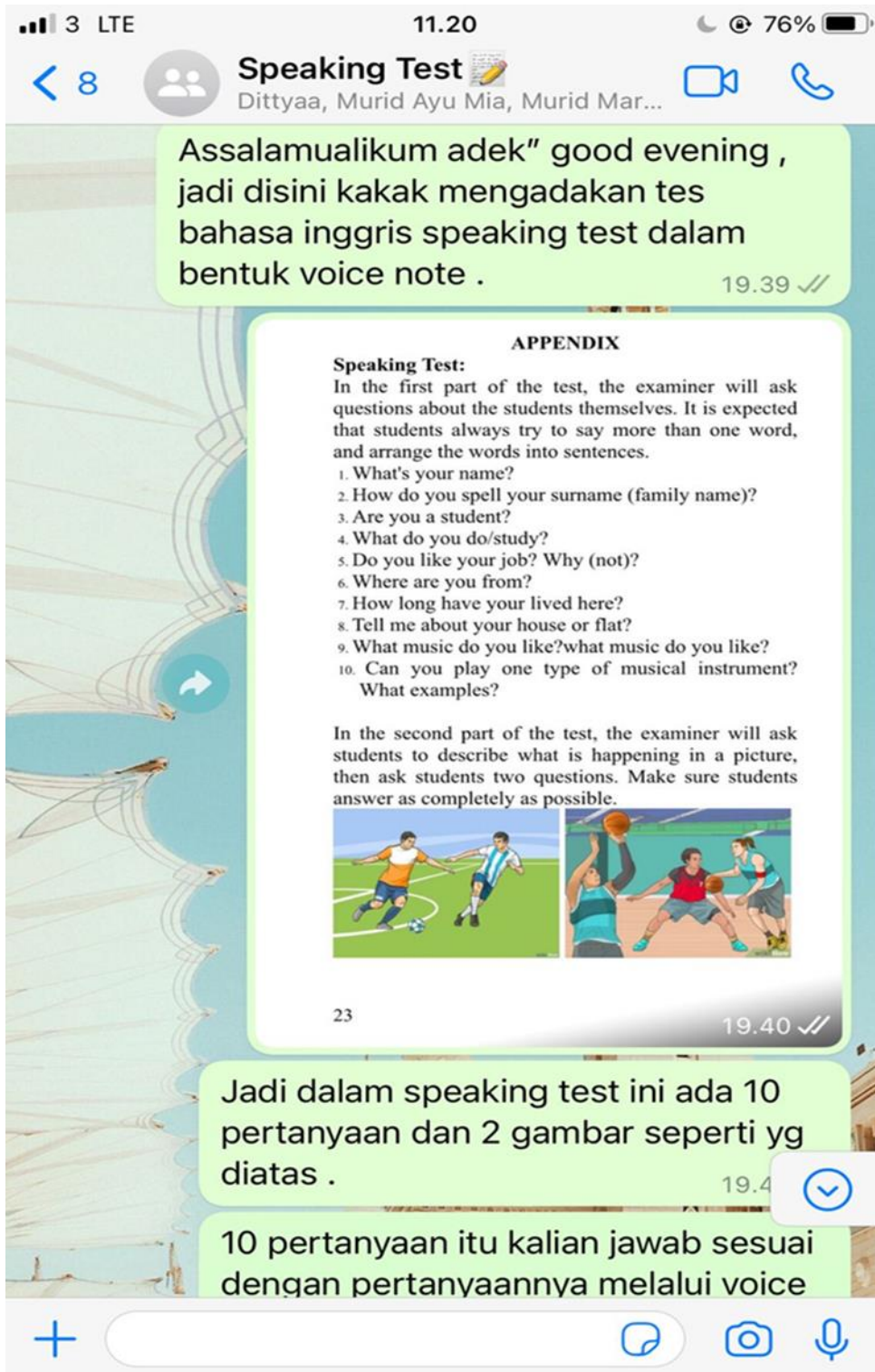
No	Assessment Instrument	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Total
1	Grammar	3	1	1	2	1	1	2	2	2	1	1	1	18
	Vocabulary	3	1	1	2	1	1	1	2	2	1	2	2	19
	Comprehension	3	1	1	2	2	2	2	2	2	2	2	2	23
	Fluency	2	1	1	2	1	1	1	1	1	1	1	1	14
	Pronunciation	2	1	1	1	1	1	1	2	1	1	1	1	14
2	Grammar	3	1	1	1	1	2	1	2	1	2	1	1	17
	Vocabulary	2	1	1	1	1	2	1	1	1	2	1	1	15
	Comprehension	3	1	1	1	1	2	1	1	1	1	2	1	16
	Fluency	1	1	1	1	1	1	1	1	1	1	1	1	12
	Pronunciation	1	1	1	1	1	1	1	1	1	1	1	1	12
3	Grammar	3	1	2	2	2	2	2	2	2	2	2	2	24
	Vocabulary	2	1	2	2	2	2	3	3	3	2	2	2	26
	Comprehension	3	1	2	2	2	2	2	3	3	2	2	2	26
	Fluency	1	1	2	2	2	2	1	2	2	1	2	2	20
	Pronunciation	1	1	1	1	1	2	1	1	1	1	1	1	13
4	Grammar	3	1	1	1	1	2	1	2	1	2	1	1	17
	Vocabulary	3	1	1	1	1	2	1	1	1	2	1	1	16
	Comprehension	2	1	1	1	1	2	1	1	2	1	2	1	16
	Fluency	2	1	2	1	1	1	2	1	1	1	1	1	15
	Pronunciation	1	1	1	1	1	1	1	1	1	1	2	1	13
5	Grammar	3	1	1	1	1	2	1	2	1	2	1	1	17
	Vocabulary	2	1	1	1	1	2	1	1	1	2	1	1	15
	Comprehension	3	1	1	2	1	2	1	1	1	1	2	1	17
	Fluency	1	1	1	1	1	1	1	1	1	2	1	1	13
	Pronunciation	1	1	1	1	1	1	1	1	1	1	1	1	12
6	Grammar	3	1	2	3	2	2	3	2	3	3	2	1	27
	Vocabulary	2	1	2	1	2	2	3	3	3	2	1	2	24
	Comprehension	3	1	2	2	2	1	2	3	3	3	2	2	26
	Fluency	2	1	2	2	2	2	1	2	2	1	2	2	21
	Pronunciation	1	1	1	1	1	2	1	1	1	1	1	1	13
7	Grammar	3	1	1	2	1	1	2	3	2	1	1	1	19
	Vocabulary	2	1	1	2	1	1	1	3	2	1	2	2	19
	Comprehension	2	1	1	2	2	2	2	3	2	2	3	3	25
	Fluency	2	1	1	2	1	1	1	2	1	1	1	1	15
	Pronunciation	2	1	1	1	1	1	1	2	1	1	1	1	14
8	Grammar	3	1	2	2	1	1	2	2	2	3	2	2	23

	Vocabulary	3	1	2	1	2	2	3	3	3	2	2	1	25
	Comprehension	3	1	2	3	2	1	2	2	2	3	2	2	25
	Fluency	2	1	2	2	2	2	1	2	2	1	2	2	21
	Pronunciation	1	1	1	1	1	2	1	1	1	1	1	1	13
9	Grammar	3	1	1	2	1	2	1	2	2	2	1	1	19
	Vocabulary	2	1	1	1	1	2	1	1	1	2	1	1	15
	Comprehension	1	1	1	1	1	2	1	1	1	1	2	1	14
	Fluency	2	1	1	1	1	1	1	1	1	1	1	1	13
	Pronunciation	3	1	1	1	1	1	1	1	1	2	1	1	15
10	Grammar	3	1	2	2	1	1	2	3	2	1	3	3	24
	Vocabulary	2	1	2	1	2	2	2	2	2	1	1	1	19
	Comprehension	3	1	1	2	1	1	1	3	2	2	3	3	23
	Fluency	2	1	2	1	2	1	1	2	1	1	2	2	18
	Pronunciation	1	1	1	1	1	2	1	1	1	1	1	1	13

**APPENDIX VI**  
**DOCUMENTATIONS**







Jadi dalam speaking test ini ada 10 pertanyaan dan 2 gambar seperti yg diatas . 21.48 ✓✓

10 pertanyaan itu kalian jawab sesuai dengan pertanyaannya melalui voice note 21.48 ✓✓

Yg dibaca pertanyaan ny be apo semuanya kak 21.49

**Murid Feliza Azzahra**  
Yg dibaca pertanyaan ny be apo semuanya kak  
Jawab aja pertanyaan yg kakak kirim ya dek 21.49 ✓✓

Biso kak,wait yo 21.56


Iyo dek 21.56 ✓✓



Good night miss,my name is Feliza Azzahra.Class 9d 22.24

Okey good job thankyou 22.26 ✓✓

30 Agu 2021

 Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini, termasuk WhatsApp, yang dapat membaca atau mendengarkannya. Ketuk untuk info selengkapnya.

Good night miss, my name is Maria Desnita Uli, class 9D 21.54

 0:09 21.54 

 0:12 21.54 

 0:31 21.54 

Okey good job thankyou 21.55 ✓✓





3 LTE

12.28

65%



Murid Ayu Mia



lgsg jawaban nyo kak? 08.58

oke kak 08.58

miss aku mulai yaa 09.00

Good morning miss, my name is Ayu Mia  
9 D 09.01

lgsg jawab ato kk bacain soal nya duku  
09.02

dulu\* 09.02

Senyaman kamu aja dek ya hehe

09.02 ✓✓

Boleh jwb kamu nya dek

09.02 ✓✓

aku baca soal nya juga ya kak? 09.03

Boleh dek

09.03 ✓✓

Good morning miss, my name is Ayu Mia  
9 D 09.03



1:02

09.04



Okey good job thankyou

09.42 ✓✓

