

**ANALYSIS OF STUDENTS' SPEAKING SKILL AT NINTH GRADE IN  
JUNIOR HIGH SCHOOL 2 JAMBI CITY**

**THESIS**

**Submitted as a Partial Fulfillment of the requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education**



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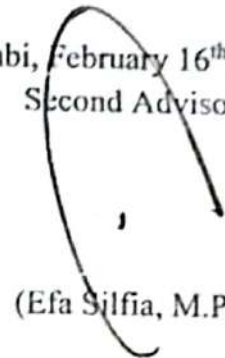
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States that:

1. The thesis that I wrote with the title Analysis Of Students' Speaking Skill at Ninth Grade in Junior High School 2 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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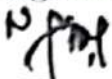


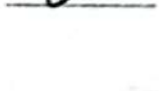
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## LETTER OF RATIFICATION

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## **MOTTO**

**“Great things are not done by impulse, but by a series of small things brought together.”**

-Vincent Van Gogh

Artinya: “Hal hebat tidak dilakukan tiba-tiba, tetapi dilakukan dengan serangkaian hal-hal kecil.”

**“Kesalahan yang anda buat adalah bukti bahwa anda berusaha dan mencoba”**

## ABSTRACT

**Hartanti Tiara P. 2022: Analysis of Students' Speaking Skill at Ninth Grade in Junior High School 2 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Nurul Fitri, S.S. M.Hum. The Second Advisor Efa Silfia M.Pd.**

This study was conducted with the aim of analyzing students' speaking skills, at ninth grade in Junior High School 2 Jambi City. This research was designed using descriptive quantitative research methods. The population of this study was the ninth-grade students at Junior High School 2 Jambi City, and the sample was grade IX D students. This study uses a test as a research instrument. Then the test results are assessed and. The test used is an oral test with paired dialogue. The dialogue is made with the theme of "family" which is determined by the researcher. The learning method through dialogue between friends was chosen because the researcher saw students in one class often communicating verbally with their classmates to avoid embarrassment and fear so that students dared to express their opinions to their classmates. So this courage will encourage students to do something, including the willingness to speak in English. The highest average test score is in the vocabulary component, which is 2,5 which means it is still "Poor." While the lowest test average value is found in the pronunciation component, namely 1,43 which means "very poor." The average test scores in the other four components are also in the "Poor" category, with the average grammar scores is 2,43, fluency 1,75, comprehension 2,12 and task 1,93. The average value explains that the speaking skill of students in grade ninth, especially in class IX D at Junior High School 2 Jambi City, is still classified as "Poor."

***Keyword : Speaking Skill, Dialogue***

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Alhamdulillahirobbil'alamin, endless thanks and blessed just for Allah Subhanahuwata'ala, the lord of the universe, Prophet Muhammad Shallallahualaihi wasallam, because of Allah SWT and Prophet Muhammad Shallallahualaihi wasallam the researcher could finish writing her thesis entitled "Analysis of Students' Speaking Skill at Ninth Grade in Junior High School 2 Jambi City."

This is one of the requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

This thesis, directly or not has widely involved so many people with whom I should not forget. It would be unfair on my part if the efforts of those persons who helped me are not mentioned.

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

Jambi, , February 16<sup>th</sup>, 2022  
The Researcher



Tiara Putri Hartanti

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## **DEDICATION**

I greatly praise Allah Subhanahuwata“ ala for His blessing so that I am able to survive and finish this thesis entitled “Analysis of Students’ Speaking Skill at Ninth Grade in Junior High School 2 Jambi City”.

In completing this thesis, I would like to thank my parents who I love very much. The first time I dedicate this thesis is to my father, Tatak Sudrajat. Then I also dedicate this thesis to my mother, Marwiyah. Thank you for giving me your support and love so far.

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

I do not forget to dedicate this thesis to my family and all my friends, because without their support, I may not have finished this thesis on time.

## LIST OF CONTENTS

<b>COVER .....</b>	<b>.....</b>
<b>APPROVAL SHEET FOR THESIS .....</b>	<b>i</b>
<b>STATEMENT.....</b>	<b>ii</b>
<b>LETTER OF RATIFICATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>viii</b>
<b>LIST OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF FIGURE .....</b>	<b>xii</b>
<b>LIST OF APPENDIX .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Identification of the Problem .....	3
1.3 Limitation of the Research.....	3
1.4 Problem of the Research .....	3
1.5 Purpose of the Research.....	4
1.6 Significance of the Research.....	4
1.7 Definition of Key Terms .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Defintion of Speaking Skill.....	5
2.2 Kind of Speaking Skill.....	5
2.3 Types of Speaking.....	7
2.4 English Speaking Function .....	7
2.5 Teaching Speaking.....	8
2.6 Components of Speaking Skill.....	9
2.7 Assessment of Speaking Skill.....	12
2.8 Previous Study .....	13
2.9 Conceptual Framework.....	17
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Research Design.....	19
3.2 Population and Sample .....	19
3.2.1 Population .....	19
3.2.2 Sample.....	20
3.3 Research Intrument .....	21

3.4 Technique of Data Collection .....	24
3.5 Technique of Data Analysis .....	25

#### **CHAPTER IV FINDINGS AND DISCUSSIONS**

4.1 Findings.....	27
4.1.1 Students' Speaking Skill .....	27
4.1.2 Students' Speaking Skill in Grammar.....	28
4.1.3 Students' Speaking Skill in Vocabulary .....	30
4.1.4 Students' Speaking Skill in Pronunciation .....	31
4.1.5 Students' Speaking Skill in Fluency .....	32
4.1.6 Students' Speaking Skill in Comprehension.....	34
4.1.7 Students' Speaking Skill in Task .....	35
4.1.8 The Result of Test.....	36
4.2 Discussion .....	39

#### **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

5.1 Conclusions.....	42
5.2 Suggestions .....	43

<b>REFERENCES .....</b>	<b>45</b>
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## LIST OF TABLE

1. Population of the Research .....	20
2. Sample of the Research .....	21
3. Oral Proficiency Scoring Categories .....	22
4. The Classification of Students' Speaking Skill .....	24
5. Students' Score in Speaking Skill .....	28
6. Percentage of Students' Speaking Skill in Grammar .....	29
7. Percentage of Students' Speaking Skill in Vocabulary .....	31
8. Percentage of Students' Speaking Skill in Pronunciation .....	32
9. Percentage of Students' Speaking Skill in Fluency .....	34
10. Percentage of Students' Speaking Skill in Comprehension .....	35
11. Percentage of Students' Speaking Skill in Task .....	36
12. The Result of Test .....	37

## LIST OF FIGURE

1. Conceptual Framework .....	17
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## LIST OF APPENDICES

1. Test.....	47
2. Students Test Result.....	48

# CHAPTER I

## INTRODUCTION

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

English is a second language for most people globally, increasingly becoming an international language for business and commerce, science and technology, and international relations and diplomacy. As an international language, English plays an important role in communication. Therefore, English is very important for students to learn, especially to face the global era.

In English education, four language skills need to be mastered by students, namely listening, speaking, reading, and writing. Speaking is one of the four language skills that need to be mastered by students. It can be said that speaking is a system of signs that can be heard (audible) and visible (visible) that utilizes a number of muscles of the human body for the purpose and purpose of ideas or combined ideas. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. As Nunan (2000: 39) says, speaking is used to interact with other people. Therefore speaking is very important in our lives because we cannot know what other people are talking about without speaking. Pawlak (2015) also said that speaking ability is one of the important skills that most English learners must master before other language skills. From this statement, it is clear that speaking is an important aspect of mastering English. The success of speaking can be measured by students' speaking English skills, conducting conversations, and interacting verbally in English. So it can be



concluded that English speaking skills must be mastered if students are determined to improve their abilities.

Here are several steps to facilitate speaking skills, namely: (1) Increase vocabulary, (2) Read aloud, (3) Know simple English grammar, (4) Read English writing, (5) English conversation or dialogue, (6) Listening to English songs, (7) Watching English films.

For most Junior High School students in Indonesia, learning English is one of the most frightening experiences to face, especially when they learn how to speak English. This problem is because English is a foreign language that is rarely used in everyday life.

When the researcher did the Field Work Practice (PPL) at Junior High School 2 Jambi City, the researcher found that the problem faced by students when learning English in class was speaking skills, because they think that English is difficult, especially in speaking. They said that speaking is difficult because in speaking there make a grammatical sentence so students were worried if their sentence were not correct. However, this is the problem for Junior high school students, particularly students of Junior High School 2 Jambi City. They might have a lack of vocabulary, so they tend to keep silent and even avoided talking or being asked by the teacher.

They said that English is difficult and very complicated because the material used was not interesting and the material was also difficult to understand by the students. So they felt difficult to create their idea to speak up. The students at Junior High School 2 Jambi City were still unable to produce English during the English session, only a few of them were able to do so. They often cover their faces

with books when speaking English in front of the class. They are worried if they make a mistake. They also feel less confident speaking English. Besides that, their knowledge was limited about vocabulary, grammatical, pronunciation, and fluency.

Based on the background that has been described, the researchers are interested in conducting a research entitled “**Analysis Of Students’ Speaking Skill At Ninth Grade In Junior High School 2 Jambi City**”

### **1.2. Identification of the Problem**

Based on the description above, the researchers tried to formulate the problem as follows:

- 1). Students feel shy to speak in English,
- 2). Students feel afraid to speak in English.

### **1.3. Limitation of the Research**

Based on the research background, this study is limited to analyzing students' speaking skill, because the researcher found that the problem faced by students when learning English in class was speaking skills.

### **1.4. Problem of the Research**

Based on the background described above, the problem of the research is "How is the students’ speaking skill at ninth grade in Junior High School 2 Jambi city?”

### **1.5. Purpose of the Research**

Based on the problem formulation above, the purpose of this research is to analyze the students' speaking skill at ninth grade in Junior High School 2 Jambi city.

### **1.6. Significance of the Research**

Through this research, some of the benefits that can be taken are as follows:

1. For researchers, researchers can increase knowledge in equipping themselves as prospective English teachers.
2. For teachers, this research can add new insights and understanding, as well as become a reference for teachers in students' speaking skill.
3. For schools, this research has benefits as study material and evaluation related to student's speaking skill.

### **1.7. Definition of Keyterms**

The following are the key term definition of this research:

#### **1. Speaking Skill**

Richards (2008) states that speaking is an oral interaction, It involves two or more people interacting with each other to share opinions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Definition of Speaking Skill**

According to Harmer (2007: 284) speaking is the skills to speak fluently and presupposes not only knowledge of language features, but also the skill to process information and language 'on the spot'. reinforced by Quianthy (1990:7) states that speaking as a process of conveying ideas and information orally in various situations.

Chaney (1998:13) says that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts. Kayi (2006:1) also defines speaking as the use of language quickly and confidently with a few unnatural pauses, which is referred to as fluency.

In addition, the researcher concludes that speaking is one of the human abilities in expressing ideas, feelings, information, and so on through a delivery system using verbal language that can be understood by each other. Speaking is one of the most effective ways of conveying ideas, feelings, and so on; because the recipient of the information can guess what is meant by the information giver, because there are emotions or feelings in the delivery.

#### **2.2. Kind of Speaking Skill**

In English education, four language skills need to be mastered by students, namely listening, speaking, reading, and writing. Speaking is one of the main language skills and speaking is considered as the most demanded skill in language

learning. As Bailey and Savage (1994: 7) say that speaking a second or foreign language is often seen as the most demanding of the four skills. Reinforced by (Ur, 2000) that speaking is one of the most important skills of the four language skills because individuals who learn a language are called speakers of that language.

Kayi, H. (2006) says that speaking is a process of conveying verbal and nonverbal symbols in various contexts through the construction and making of meaning. Spratt et al (2005) also confirm that speaking is a productive skill, meaning that people express their ideas or feelings in spoken language and it functions as a form of social behavior because speaking is the basis of oral communication between people in society from the past until now.

In addition, speaking is an skills to express something through verbal language. It involves more than one person in communicative interaction, namely the speaker who conveys the message and the listener who receives and responds to it because speaking activities do not only produce words or sounds but also to obtain a meaning. However, speaking skills in a second or foreign language is a challenge for learners, because to speak a foreign language like English requires more than knowing grammar but also using English in real contexts.

Darwis (2004) explains that there are several characteristics of successful speaking activities; (1) Learners talk a lot; (2) Equal participation; (3) High motivation; and (4) Language at an acceptable level. But in reality, as the researcher found in the teaching and learning process of English at Junior High School 2 there are still many problems that contradict the characteristics of successful speaking activities by students.

### **2.3. Types of Speaking**

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

- (1) Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence,
- (2) Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language,
- (3) Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like, and
- (4) Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participants. Extensive speaking is oral production, including speeches, oral presentations, and storytelling.

### **2.4. English Speaking Functions**

According to Richards (1996), there are at least 3 main functions of speaking skills namely speaking as interaction, speaking as a transaction, and speaking as performance. Moreover, based on the criteria of speaking, speaking as interaction means that conversation is done as a form of social interaction with surrounding people, for example when meeting new people, people usually greet them. The characteristics of this conversation are more friendship, the situation can be formal and informal.

On the other hand, speaking as a transaction means that conversation is conducted to deliver the message as a focus. Therefore, this type of speaking needs special skills dealing with the ability to ask questions, give a clarification, give a confirmation, give a suggestion, and other language function expressions. Finally, speaking as a performance means speaking for a public situation such as giving a speech, welcoming speech, giving an announcement, and others. Those three types of speaking are related to each other and it is valuable for teachers to teach their students with those speaking forms so that they will have the skill to speak English appropriately based on the context.

## **2.5. Teaching Speaking**

According to Kayi (2006) what is meant by teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use words and sentence stress, intonation patterns, and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan 2000).

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance since young



learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that is applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems, and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

## **2.6. Components of Speaking Skill**

Harmer (2007, p. 343) explains that speaking is a complex skill because it is at least related to the components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has several important components, namely:

### **a. Grammar**

One of the factors that influence students' speaking skills is grammar. Many students speak English with poor grammar. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. According to (Gleason & Ratner, 2009) grammar is a set of rules that explore the form and structure of sentences that can be used in a language. Celce-murcia (2001) explains why grammar becomes difficult for learners, it is because learners do not learn the structures one by one. So that

students often make grammatical placement errors. Some students put word by word in general terms they know without according to the context.

### **b. Vocabulary**

Vocabulary is very important in English lessons. As Thornbury (2002) said that without grammar very little can be conveyed and without vocabulary nothing can be conveyed. The reason why vocabulary is important in English subjects is that even though we have very good grammar, but it is useless if we do not have enough vocabulary.

The researcher saw that almost all students often found difficulties when they tried to express what they wanted to say, they lacked proper vocabulary, and they sometimes used the wrong words. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

### **c. Pronunciation**

Pronunciation is the way in which a particular language or words or sounds are spoken, Hornby (1995). Pronunciation is a way of pronouncing a word which consists of sound, stress, and intonation. According to Hinkel (2005:491) a second language learner needs to master the individual characteristics of the sound of a new language.

English has long been regarded by non-native speakers as a difficult language because of its pronunciation. To speak English accurately, learners must master the phonological rules and they must be aware of various sounds and their pronunciation.

Students who wish to develop speaking skills in English should practice overall pronunciation. They should be aware of the different sounds and their features and where they are made in a person's mouth; they must also be aware of where to reduce the words, when to use a rising intonation and when to use a lowering intonation. All of these issues provide them with additional information on how to speak English effectively and help achieve the goal of a better understanding of spoken English.

#### **d. Fluency**

Good speaking is characterized by several factors the most prominent one of which is fluency. According to Richards & Renandya (2002) achieving fluency in oral communication is the main dream and main motivation that is brought by most learners to language classes and it is the main goal of teachers in teaching speaking skills.

Fluency is the learner's skills to speak in an understandable way so as not to damage communication because listeners can lose their interest (Hughes, R. 2002). Fluency can be defined as the skills to speak fluently and accurately. However, that doesn't mean the speaker speaks so fast because sometimes pauses are important. But many students hesitate and often make long pauses when speaking. It is because, to achieve fluency in speaking is not easy.

#### **e. Comprehension**

The last component in learning speaking skills is understanding. Comprehension is the power of the mind's action of understanding exercise aimed

at improving the examiner (Hornby.1995). Reinforced by the statement of Irianti (2011) which states that understanding is defined as the ability to understand something with a reasonable understanding of the subject or as knowledge of what the situation actually looks like.

However, Richards & Rodges (2001) stated that students who are less exposed, lack of confidence, lack of motivation, and lack of knowledge of speaking skills are also some of the factors why students find it difficult to understand and develop speaking skills.

## **2.7. Assesment of Speaking Skill**

Assessment plays an important role in the teaching and learning process. Assessment is used to determine the strengths and weaknesses of the learning process. In other words, the assessment is referred to as a reflection of the teacher's success in teaching. A teacher is obliged to provide learning or knowledge and then evaluate students. After conducting the assessment, the teacher can conclude what percentage of students have passed the lesson. If more students get good grades above the standard, it means a teacher has succeeded. However, some teachers only assess students' abilities without following up on the student's improvement. After evaluating students, sometimes teachers do not take corrective action because they use assessment only for administrative purposes.

(Luoma, 2004) says in speaking skills, assessment can be a very judgmental issue, where people tend to relate to native/non-native speakers on the basis of pronunciation. Nunan (1999) also views that speaking requires someone who has linguistic competence in good articulation to have sound, vocabulary, and

adequate mastery of structural or grammatical components. This requires speakers to use language that is appropriate to the context.

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

- 1) Grammar: The participants will be assessed based on how he controls the use of his sentences, constructs and uses them correctly and accurately and avoids grammatical errors.
- 2) Vocabulary: Here the participants will be assessed on the range, accuracy, and use of vocabulary features in conversation which will show their level of proficiency.
- 3) Pronunciation: The assessment criteria here are how often participants make mistakes in pronunciation and how aspects of pronunciation interfere with communication.
- 4) Fluency: Participants will be judged on the production of speech in a well-delivered conversation. Confident in expressing opinions and able to respond to certain themes without much hesitation in choosing words.
- 5) Comprehension: And the last is whether the participants are able to understand the context of the conversation and are able to provide appropriate responses to the questions.

## **2.8. Previous Study**

The researcher has considered several previous studies that are similar to this study.

The first research was conducted by Dedi Efrizal (2012), entitled “Students’

Speaking Through Communicative Language Teaching Method At Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School Of Bengkulu, Indonesia". The main purpose of this study is to know the improvement of teaching English speaking by using Communicative Language Teaching method. The method of this research is classroom action research (CAR). The data in this research is used percentages analysis. The respondents of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu which consist of 25 students. Based on result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (verygood), 24% (good), 32% (low), 36% (failed). In cycle II the students speaking achievement is 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20%(failed). In cycle III students' speaking achievement is 12% (excellent), 20% (verygood), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed). This research indicates that the using of Communicative Language Teaching method can improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/ 2012.

Second, in a study entitled "Teaching Speaking Skill Through Small Group Discussion At The Accounting Study Program" by Rivi Antoni (2014). This paper is the result of classroom action research that tries to answer the question of how small group discussion techniques can improve students' speaking skills and what factors influence them. Frankly, some English lecturers can only blame their

students for their limited ability to speak English. In other words, lecturers rarely discuss the techniques used in the teaching process, especially in speaking classes. In fact, the lecturer is also a factor that determines whether or not students can develop their speaking skills well. This researcher took second-semester students of Accounting at Pasir Pengaraian University as participants. This research was conducted in two cycles, each cycle consisting of 5 meetings and included tests. In cycle 1, it was found that students' speaking skills progressed in only two aspects, namely vocabulary, and grammar, while other aspects had not improved well. Therefore, the researcher conducted cycle 2 to improve the three aspects that could not be better. After doing the second cycle, it was found that the students' pronunciation, fluency, and understanding had progressed. This can be seen from the speaking score achieved from the given test. The rules of friends found in the small group discussion technique are the main factors that affect students' speaking skills. In relation to the data analysis of the comparison of scores based on two cycles. It can be concluded that small group discussions further improve students' speaking skills as second-semester students of Accounting at Pasir Pengaraian University.

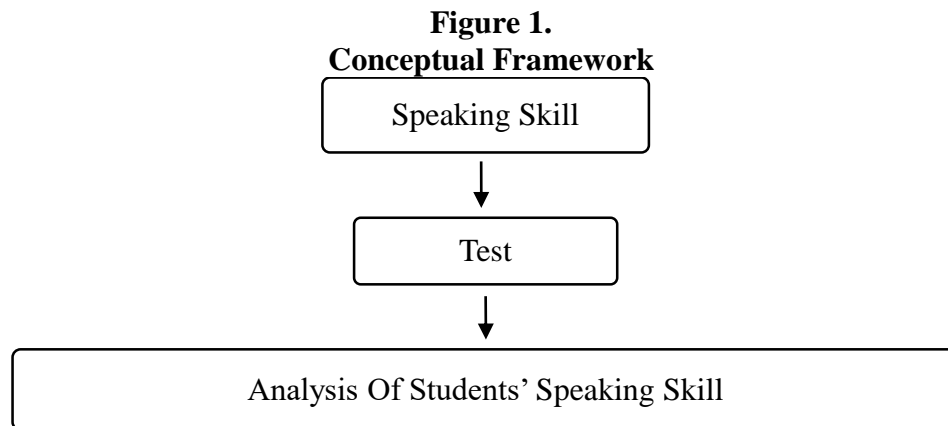
Third, in a study entitled "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru" by Azlina Kurniati (2015). This descriptive research was conducted to find out the students' speaking ability in the language function, particularly the expressions of opinion, agreement and disagreement. The samples of this research were 27 students from XI TKJ class of SMK TELKOM Pekanbaru. The researcher used cluster random sampling technique to decide the sample. The instrument used in this research was a Dialogue



Completion Task which contained 12 questions. The data were analysed by calculating the students' score individually and finding out the mean score. The data were presented by using graphic. The data showed that the student's speaking ability was in good level with the average score 61.38. The result of students' ability in each aspect was average level for expression of opinion (59.59), while expression of agreement (61.84) and disagreement (60.22) were in good level. Based on the finding, it was suggested that the students need to do more practice in speaking in order to help them to increase their understanding of the materials. The teacher needs to give more opportunities for the students to practice using expression of opinion, agreement and disagreement, especially practice to initiate/ask using of those expressions. Further research can focus on each subtopic in detail, particularly about expression of opinion since it was the students' lowest score.

From what has been researched by previous researchers, they have almost the same theme, namely teaching techniques and problems found in students' speaking skills. But here the researcher will take a different point of view and method in each of the previous studies above, here the researcher focuses on the students' ability to speak English using a quantitative descriptive method with a test instrument at Junior High School 2 Jambi City. The test carried out in this study was to conduct a dialogue. Therefore, the researcher chose to examine the students' ability in specific speaking skills in a dialogue entitled "Analysis of the Speaking Skills of Class Nine Students at Junior High School 2 Jambi City".

## 2.9. Conceptual Framework



Based on figure 1 about the review above, it is known that speaking is a complex skill because it is at least related to the components of grammar, vocabulary, pronunciation, fluency, and understanding.

As the researchers found when the researchers conducted Field Work Practice (PPL) at Junior High School 2 Jambi City, the researcher found that the problem faced by students when learning English in class was speaking skills, because they think that English is difficult, especially in speaking. They said that speaking is difficult because in speaking there make a grammatical sentence so students were worried if their sentence were not correct. However, this is the problem for Junior high school students, particularly students of Junior High School 2 Jambi City. They might have a lack of vocabulary, so they tend to keep silent and even avoided talking or being asked by the teacher.

They said that English is difficult and very complicated because the material used was not interesting and the material was also difficult to understand by the students. So they felt difficult to create their idea to speak up. The students at Junior High School 2 Jambi City were still unable to produce English during the English session, only a few of them were able to do so. They often cover their faces

with books when speaking English in front of the class. They are worried if they make a mistake. They also feel less confident speaking English. Besides that, their knowledge was limited about vocabulary, grammatical, pronunciation, and fluency.

Therefore, the researcher wants to conduct research using speaking tests namely by conducting a dialogue between students to find out or analyze students' actual abilities in speaking skills. In which part of the five components in speaking, namely vocabulary, pronunciation, fluency, and understanding, had the lowest score.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This research was designed using quantitative descriptive methods, as stated (Creswell, 2019) that quantitative research is research that identifies research problems based on trends in the field or the need to explain why something happens by analyzing trends, comparing groups, or related variables using statistical analysis. Nana Sudjana (1997: 53) explains that descriptive research methods with a quantitative approach are used if the aim is to describe or explain an event or events that are currently happening in the form of meaningful numbers.

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

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

##### **3.2.1. Population**

According to (Creswell, 2009) Population is a group of individuals who have the same characteristics. The population in this study are students at Grade Ninth in Junior High School 2 Jambi City, totaling 249 students, consisting of 29-32 students in each class

**Table 1.**  
**Population Of the Research**

No.	Class	Population
1	IX A	32
2	IX B	32
3	IX C	32
4	IX D	32
5	IX E	32
6	IX F	30
7	IX G	30
8	IX H	29
Total: 249		

*Source: Administration of Junior High School 2 Jambi City*

### **3.2.2. Sample**

In this study, researchers used the Cluster Random Sampling Method, namely by dividing the population into groups or clusters. Several clusters were then randomly selected as representatives of the population, then all elements in the selected cluster were used as research samples. In accordance with the opinion (Creswell, 2009) that cluster sampling is ideal when the population is too large. One-stage cluster sampling procedure is a procedure in which the researcher has access to groups in the population and can take samples directly. So, the population in this study were all grade IX students of Junior High School 2 Jambi City. Thus, the clusters obtained from the population are students from class IX A to class IX H. Therefore, the researcher took class IX D as a randomly selected sample from the cluster.

**Table 2.**  
**Sample of the Research**

No.	Class	Students		Total
1	IX D	Female	Male	32
		16	16	

*Source: Administration of Junior High School 2 Jambi City*

### **3.3. Research Instrument**

The research instrument used to obtain research data are contained in the research instrument.

In this study, researchers will use tests as research instruments. The test is one of the data collection techniques in a certain way. Anas Sudijono (1996: 75) states that the test is a method or procedure used in order to measure and assess in the field of education, the form can be in the form of giving a series of tasks in the form of questions or commands, so that the results or values obtained are obtained. Symbolizes the behavior or achievements of test takers, which can then be compared with the results obtained by other participants, or compared with certain standard values. The researcher will give a test in the form of a speaking test, namely by having a dialogue with the theme "Family" that the researcher have determined. The test will be done in pairs. The following are the assessment criteria for speaking skills.

**Table 3.**  
**Oral Proficiency Scoring Categories (Brown, 2001, p. 406-407)**

<b>Score</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Task</b>
1	Often make mistakes	Inadequate vocabulary so unable to express anything.	There are often mistakes in pronunciation	(No specific fluency description. Refer to other four language areas for implied level of fluency)	Can only understand simple statements if delivered in slow speech, repetition, or paraphrasing.	Can ask and answer questions on topics very familiar to him.
2	Can handle the basic structure pretty well but the grammar isn't very controllable.	Some conversations are imprecise because they have little vocabulary to express themselves.	Often quite wrong but the accent is understandable	Can handle confidently but not with most situations.	Can get the gist of most conversations.	Able to meet routine social and work demands but still needs help dealing with complications or difficulties.
3	Grammar control is good and can speak	His vocabulary is wide enough	The accent may still be unfamiliar but the	Rarely gropes for words,	Comprehension is quite complete	Can participate effectively

	with a fairly accurate structure.	that he rarely has to look up words in conversation.	mistakes are rarely distracting.	and can discuss certain competencies.	at a normal rate of speech.	very in most conversations.
4	Errors in grammar are quite rare, so it is considered capable of using language accurately in all needs.	High level of vocabulary accuracy so you can understand and participate in any conversation.	Errors in pronunciation are quite rare.	Be able to use the language fluently and be able to participate in any conversation within this range of experience -with a high level of fluency.	Can understand any conversation within the range of his experience.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations.
5	There are no grammatical errors so it is considered equivalent to an educated native speaker.	Has a very wide vocabulary including idioms, colloquialisms, and related cultural references, so that it is fully accepted by native speakers.	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.	Speaking proficiency equivalent to that of an educated native speaker.



To classify students' speaking level, the researcher used a Likert scale. The Likert scale in the social sciences arena is a popular instrument for measuring constructs such as attitudes, images, and opinions (Likert, 1932). Each response category on the scale is generally assigned a consecutive integer value to facilitate data analysis. This scale consists of 5 levels, namely 1 (Very poor), 2 (Poor), 3 (Medium), 4 (Good), and 5 (Very Good). As in the table below:

**Table 4.**  
**The Classification of Students' Speaking Skill**

Totl Score	Description
1	Very Poor
2	Poor
3	Medium
4	Good
5	Very Good

### **3.4. Technique of Data Collection**

According to (Sugiyono, 2018) Data collection techniques are the main step in research because the main purpose of research is to obtain data, if researchers do not know data collection techniques, researchers will not get data that meets standards. To obtain data into consideration, the authors use data collection techniques by giving tests to students. Researchers conducted the test in the following way:

- 1) The researcher will ask students in pairs to make a dialogue text with the theme "Family" which has been determined by the researcher. The dialogue consists of a maximum of 5 minutes.

- 2) After the students have finished making the dialogue text, the researcher will ask the students in pairs to come forward to practice it.
- 3) The researcher recorded the students while they were having a dialogue,
- 4) After all students finished, the researcher listened to the recordings of students' voices again, then the researcher would give an assessment of several elements, namely grammar, vocabulary, pronunciation, fluency, and understanding in the recording.

### **3.5. Technique of Data Analysis**

The data analyzed in this study were the results of student tests. To analyze student test result data, first an instrument is needed. In this case, the researcher uses a speaking test, namely dialogue as an instrument.

Data are presented using descriptive statistics. Descriptive statistics allow researchers to make accurate statements about the data (Cozby and Bates, 2012). Descriptive statistics are used when researchers want to describe the data obtained, and do not make generalizations that apply to the population where the sample was taken (Sugiyono, 2012). In addition, Sugiyono (2012) added a formula for analyzing statistical descriptive data as follows:

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

P = Percentage

F = Frequency of respondents

N = Number of sample

A test is a data tool or procedure that is used to find out or measure something in an atmosphere, with predetermined ways and rules (Suharsimin Arikunto, 2012). In analyzing the data in this study using the average formula

(mean). The mean is a group explanation technique based on the average value of the group. To find the average (mean) of a single data set, it can be searched by adding up all existing data and then dividing by the number of existing data. The formula for the average (mean):

$$\bar{X} = \frac{\sum f_i}{f}$$

Description:

$\bar{X}$  = Average

$f_i$  = Sum of the value/score

$f$  = Total of data

After analyzing the data quantitatively, the researcher conducted a descriptive analysis through the results of tests conducted by students. Researchers transcribed and summarized the results of the tests that had been carried out. Then, researchers can group and find results about students' speaking skills.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1. Findings**

This research was conducted using an oral test to determine the students' speaking skill in dialogue. The time given to students for dialogue is a maximum of 5 minutes. The test was carried out in two meetings, namely on February 4<sup>th</sup>, 2022 and February 7<sup>th</sup>, 2022.

This research was carried out in class IX D at Junior High School 2 Jambi City, totaling 32 students, namely 16 male students and 16 female students, according to the sample mentioned in the previous chapter.

##### **4.1.1. Students' Speaking Skill**

The researcher conducted a speaking test to get the data. The researcher asked the students to have a dialogue in pairs with the theme that had been determined by the researcher, namely "Family". Then, the test score consists of six indicators. The indicators measured are grammar, vocabulary, pronunciation, fluency, comprehension, and task. The number of samples obtained is 32 students. The results of the speaking test can be seen as follows:

**Table 5.**  
**Students' Score in Speaking Skill**

No	Students	Point					
		G	V	P	F	C	T
1	Students 1	3	3	2	3	3	2
2	Students 2	3	3	2	2	3	2
3	Students 3	2	3	4	4	3	3
4	Students 4	2	3	1	2	3	3
5	Students 5	2	3	1	2	3	2
6	Students 6	2	3	1	2	3	2
7	Students 7	1	1	1	2	2	1
8	Students 8	1	1	1	2	2	1
9	Students 9	3	2	1	1	2	2
10	Students 10	3	2	1	1	2	2
11	Students 11	2	3	1	1	2	2
12	Students 12	2	3	1	1	2	2
13	Students 13	2	2	2	2	3	2
14	Students 14	2	2	2	2	3	2
15	Students 15	3	3	2	2	3	2
16	Students 16	3	3	2	2	3	2
17	Students 17	3	3	3	3	2	2
18	Students 18	3	3	1	1	2	2
19	Students 19	3	3	1	1	2	1
20	Students 20	3	3	1	1	2	1
21	Students 21	3	2	1	1	1	2
22	Students 22	3	2	1	1	1	2
23	Students 23	2	2	1	1	1	2
24	Students 24	2	2	1	1	1	2
25	Students 25	3	3	3	3	2	2
26	Students 26	3	3	2	3	2	2
27	Students 27	3	3	1	2	2	2
28	Students 28	3	3	1	2	2	2
29	Students 29	2	2	1	1	1	2
30	Students 30	2	2	1	1	1	2
31	Students 31	2	2	1	1	2	2
32	Students 32	2	2	1	1	2	2
Total		78	80	46	56	68	62

#### **4.1.2. Students' Speaking Skill In Grammar**

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in grammar component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

a. Point 1:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{2}{32} \times 100\% \\ &= 6,25\% \end{aligned}$$

b. Point 2:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{14}{32} \times 100\% \\ &= 43,75\% \end{aligned}$$

c. Point 3:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{16}{32} \times 100\% \\ &= 50\% \end{aligned}$$

So, in the grammar component, 2 or 6,25% of students got 1 point which means “Very poor”. 14 or 43,74% of students get 2 points which means “Poor”. And 16 or 50% of students got 3 points which means “Medium”. There are no students who get points 4 and 5, which means that there are no students who have perfect grammar. But most students already have good grammar control and can speak with a fairly accurate structure.

**Table 6.**  
**Percentage of Students’ Speaking Skill In Grammar**

Point	Description	Total Students	Percentage
1	Very Poor	2	6,25%
2	Poor	14	43,75%
3	Medium	16	50%
4	Good	0	0%
5	Very Good	0	0%
Total		32	100%

#### 4.1.3. Students' Speaking Skill In Vocabulary

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in vocabulary component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

a. Point 1:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{2}{32} \times 100\% \\ &= 6,25\% \end{aligned}$$

d. Point 2:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{12}{32} \times 100\% \\ &= 37,50\% \end{aligned}$$

e. Point 3:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{18}{32} \times 100\% \\ &= 56,25\% \end{aligned}$$

So, in the vocabulary component, 2 or 6,25% students got 1 point which means very poor. 12 or 37,50% students get 2 points which means poor. and 18 or 56,25% students got 3 points which means medium. There are no students who get points 4 and 5, which means that there are no students who have perfect vocabulary. But most students already have a sufficiently broad vocabulary that they rarely have to search for words in a conversation.

**Table 7.**  
**Percentage of Students' Speaking Skill In Vocabulary**

Point	Description	Total Students	Percentage
1	Very Poor	2	6,25%
2	Poor	12	37,50%
3	Medium	18	56,25%
4	Good	0	0%
5	Very Good	0	0%
Total		32	100%

#### 4.1.4. Students' Speaking Skill In Pronunciation

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in pronunciation component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

a. Point 1:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{22}{32} \times 100\% \\
 &= 68,75\%
 \end{aligned}$$

b. Point 2:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{7}{32} \times 100\% \\
 &= 21,88\%
 \end{aligned}$$

c. Point 3:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{2}{32} \times 100\% \\
 &= 6,25\%
 \end{aligned}$$



d. Point 4:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{1}{32} \times 100\% \\ &= 3,13\% \end{aligned}$$

So, in the pronunciation component, 22 or 68,75% students got 1 point which means very poor. 7 or 21,88% % students get 2 points which means poor. 2 or 6,25% students got 3 points which means medium. And 1 or 3,13% get 4 points wich means good. However, there were no students who got 5 points, which means that there were no students whose pronunciation was perfect but there was 1 student who had errors in pronunciation quite rarely. However, most students often make mistakes in pronunciation.

**Table 8.**  
**Percentage of Students' Speaking Skill In Pronunciation**

Point	Description	Total Students	Percentage
1	Very Poor	22	68,75%
2	Poor	7	21,88%
3	Medium	2	6,25%
4	Good	1	3,13%
5	Very Good	0	0%
Total		32	100%

#### **4.1.5. Students' Speaking Skill In Fluency**

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in fluency component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

a. Point 1 (very poor):

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{15}{32} \times 100\% \end{aligned}$$

$$= 46,88\%$$

b. Point 2 (poor):

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{11}{32} \times 100\% \\ &= 34,38\% \end{aligned}$$

c. Point 3 (medium):

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{5}{32} \times 100\% \\ &= 15,63\% \end{aligned}$$

d. Point 4 (good):

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{1}{32} \times 100\% \\ &= 3,13\% \end{aligned}$$

So, in the fluency component, 15 or 46,88% students got 1 point which means very poor. 11 or 34,38% students get 2 points which means poor. 5 or 15,63% students got 3 points which means medium. And 1 or 3,13% get 4 points which means good. However, there were no students who got 5 points, which means that there were no students whose fluency was perfect but there was 1 student who can use the language fluently with a high level of fluency. However, most students but most students still have a low level of fluency.

**Table 9.**  
**Percentage of Students' Speaking Skill In Fluency**

Point	Description	Total Students	Percentage
1	Very Poor	15	46,88%
2	Poor	11	34,38%
3	Medium	5	15,63%
4	Good	1	3,13%
5	Very Good	0	0%
Total		32	100%

#### 4.1.6. Students' Speaking Skill In Comprehension

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in comprehension component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

a. Point 1 (very poor):

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{6}{32} \times 100\% \\
 &= 18,75\%
 \end{aligned}$$

b. Point 2 (poor):

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{16}{32} \times 100\% \\
 &= 50\%
 \end{aligned}$$

c. Point 3 (medium):

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{10}{32} \times 100\% \\
 &= 31,25\%
 \end{aligned}$$

So, in the comprehension component, 6 or 18,75% students got 1 point which means very poor. 16 or 50% students get 2 points which means poor. And

10 or 31,25% students got 3 points which means medium. However, there were no students who got 4 and 5 points, which means that there were no students whose comprehension was perfect. But some students are able to get the gist of most conversations and understanding is relatively complete at standard speech level.

**Table 10.**  
**Percentage of Students' Speaking Skill In Comprehension**

Point	Description	Total Students	Percentage
1	Very Poor	6	18,75%
2	Poor	16	50%
3	Medium	10	31,25%
4	Good	0	0%
5	Very Good	0	0%
Total		32	100%

#### 4.1.7. Students' Speaking Skill In Task

The percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in task component, with the total number of students (32 students) and then multiplying by 100%. The formula is:

b. Point 1 (very poor):

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{4}{32} \times 100\% \\
 &= 12,50\%
 \end{aligned}$$

c. Point 2 (poor):

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{26}{32} \times 100\% \\
 &= 81,25\%
 \end{aligned}$$

d. Point 3 (medium):

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{2}{32} \times 100\% \\ &= 6,25\% \end{aligned}$$

So, in the task component, 4 or 12,50% students got 1 point which means very poor. 26 or 81,25% students get 2 points which means poor. And 2 or 6,25% students got 3 points which means medium. However, there were no students who got 4 and 5 points, which means that there were no students whose task was perfect. More than half the number of students who are able to fulfill routine social but still need help to overcome complications or difficulties.

**Table 11.**  
**Percentage of Students' Speaking Skill In Task**

Point	Description	Total Students	Percentage
1	Very Poor	4	12,50%
2	Poor	26	81,25%
3	Medium	2	6,25%
4	Good	0	0%
5	Very Good	0	0%
Total		32	100%

#### **4.1.8. The Result Of Test**

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

**Table 12.**  
**The Result Of Test**

<b>No</b>	<b>Category</b>	<b>Total</b>	<b>Average</b>	<b>Description</b>
1	Grammar	78	2,43	Poor
2	Vocabulary	80	2,5	Poor
3	Pronunciation	46	1,43	Very Poor
4	Fluency	56	1,75	Poor
5	Comprehension	68	2,12	Poor
6	Task	62	1,93	Poor

From the table above, the researcher can categorize students' speaking skills into five levels in each components: Very poor, Poor, Medium, Good, and Very good. The average is obtained by adding up all students' points in each aspect, namely, grammar 78, vocabulary 80, pronunciation 46, fluency 56, comprehension 68, and task 62, then divided by the number of students in the sample class, which is 32.

We can see that the students' speaking skills in the grammar component only has an average score of 2,43 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{78}{32}$$

$$\bar{X} = 2,43$$

In the vocabulary component, students only have an average score of 2,5 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{80}{32}$$

$$\bar{X} = 2,5$$

In the component of Pronunciation, students only have an average score of 1,43 which means "Very poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{46}{32}$$

$$\bar{X} = 1,43$$

In the Fluency component, students only have an average score of 1,75 which the researchers rounded to 2 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{56}{32}$$

$$\bar{X} = 1,75$$

In the component of Comprehension, students only have an average score of 2,12 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{68}{32}$$

$$\bar{X} = 2,12$$

Meanwhile, in the Task component, students only had an average score of 1,93 which the researchers rounded to 2 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{62}{32}$$

$$\bar{X} = 1,93$$

From the data that has been obtained, it can be seen that the speaking skills of students who have the lowest average score is found in the pronunciation component is 1,43 and the highest in the vocabulary component, which is 2,5.

## **4.2. Discussions**

In this section, the researcher wants to discuss and interpret the results of his research. Based on the instrument used in this study, namely an oral test. It was found that the speaking skill of class IX D in Junior High School 2 Jambi City in every component is still very low. This can be seen from the component with the highest average score of only 2,5, which means it is still "Poor" in vocabulary. The lowest average score is 1,43 in pronunciation, which means "Very poor."

The average score of students on the grammar component is 2,43, although it is still relatively low and is included in the "Poor" category. Students have poor grammar control. For example, in student 4-students 5 dialogue, they say, "Cinta, how many siblings you have?" the correct one is "Cinta, how many siblings do you have?". There is also a dialogue that reads, "Me and my family planning to go to my grandparents house." the correct one is "I and my family are planning to go to



my grandparents' house." Although it is still classified as "Poor," this value is quite good compared to the average value of the other five components.

The students' speaking skill score on the vocabulary component is 2,5, which is included in the "Poor" category and is the highest average value compared to other components. They only have a little vocabulary to express themselves, so some often make mistakes in choosing vocabulary. For example, in a dialogue of students 13-students 14, they say, "My sister also goes to school here" the correct one is "My sister also studies here." There is also a paired dialogue of student 11-student 12, which reads, "This is my sister, the name is Dara" which is correct is "This is my sister, her name is Dara."

The lowest average score of students is found in the pronunciation component, namely 1,43, which is classified as "very poor." This value was obtained because of the number of pronunciation errors made by students, especially on words that were not familiar to them. For example, in the dialogue of student 23 student 24, they write, "What's up" but student 23 reads, "What is up." There is also a pair dialogue between students 7 student 8. They write "Second" in the sentence "I am the second child," but student 8 reads /'skun/ which should be read /'sekənd/.

The average score of students on the fluency component is only 1,75, which is rounded up to 2 and is included in the "Poor" category. Because students still often stop, repeat and grope when they want to mention certain words. But it's good enough because some students can still speak fluently.

The average score of students on the understanding component is 2,12, which is classified as "Poor," while the student assignment component has an

average value of 1,93, which is rounded up to 2 and is included in the "Poor" category. This value was obtained because even though students could make dialogue texts quite well, they seemed to stammer in pronouncing it so that understanding in the text was still in doubt.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

In this chapter the researcher obtained in discussing the research entitled "Analysis Of Students' Speaking Skill In Dialogue At Ninth Grade In Junior High School 2 Jambi City", in general, it can be concluded:

1. The student's average score on the grammar component is 2,43, although it is still relatively low and is in the "Poor" category, but the score is quite good compared to the average score in the other five components. Because their mastery of grammar is still quite good.
2. The students' speaking skills score on the vocabulary component is 2,5 which is included in the "Poor" category and is the highest average value compared to other components. They only have a little vocabulary to express themselves so that some often make mistakes in choosing vocabulary.
3. The student's lowest average score is found in the pronunciation component, namely 1,43 which is classified as "very poor". This value is obtained because of the number of errors in pronunciation made by students, especially on words that are not familiar to them.
4. The average score of students in the fluency component is only 1,75 which is rounded up to 2 and put in the "Poor" category. because students still often stop, repeat and grope when they want to mention certain words. However, it is quite good because there are still some students who can speak fluently.
5. The average score of students in the comprehension component is 2.12 which is classified as "Poor", while in the task component students have an average

6. value of 1.93 which is rounded up to 2 and is in the "Poor" category. This value was obtained because even though students were able to make dialogue texts quite well, they seemed to stammer in pronouncing it so that understanding in the text was still in doubt.

Based on the results of the analysis of research problems and samples, it can be concluded that the speaking skills of class IX D students in dialogue is included in the "Poor" category, and the most dominant problem faced by students in speaking is the pronunciation component.

## **5.2. Suggestions**

Finally, it is known that students' speaking skills are still relatively low. This can be seen from the results obtained from this study. Based on these findings, the researcher provides several suggestions to improve students' speaking skills in English. First, it must start from the teacher who must build good interactions between students and teachers in order to create an interesting classroom atmosphere for students to follow and not boring. Providing motivation and stimulation of students' opinions is also very important to increase students' attention in learning English, especially speaking.

Awareness and desire of students is also very influential, students must be aware that English is an international language and they must learn. Students should study hard and practice more in speaking because it is the key to be able to communicate in English. Students also should not be ashamed to express their ideas and should not be afraid to make mistakes. Other students are also not allowed to mock or laugh if their friends make mistakes when speaking English.

This study is specifically to analyze students' English speaking skills by conducting dialogue between students. It focuses on the main problems in speaking skills which are only in 6 aspects (Grammar, Vocabulary, Pronunciation, Fluency, Comprehension, and Task). Future research can examine other problems related to psychological problems that seem to be an obstacle for students to speak English. Further research is also expected to be more creative to create something new in the teaching and learning process so that when they conduct research on students and teachers it can have a positive effect on them.

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## **APPENDIX I**

### **TEST**

#### **A. Tes Lisan**

1. Petunjuk pengerjaan:
  - a. Atas partisipasi dan kerja samanya peneliti mengucapkan banyak terima kasih.
  - b. Kerjakan tes ini dengan sebaik-baiknya!
  - c. Anda diperbolehkan membuka kamus selama mengerjakan tes ini.
  - d. Waktu untuk berdialog didepan kelas maksimal 5 menit.
  - e. Sebelum anda mulai berdialog di depan kelas, perkenalkan diri terlebih dahulu.
  - f. Selamat mengerjakan!
2. Ketentuan tes:
  - a. Jenis Tes : Dialog
  - b. Tema : Family
  - c. Waktu : Maksimal 5 menit.



## APPENDIX II

### STUDENTS TEST RESULT

(student 1- student 2)

Rangga / ahmad 9D

No. :

- Hai Ahmad.
- Hi ~~Rangga~~, What are you doing here, ~~Rangga~~ <sup>Rangga</sup>?
- I'm in here for waiting someone.
- woah, good.
- And what are you doing <sup>here</sup>, ahmad?
- I'm ~~in~~ here for drink coffee.
- Come on ahmad, do you want <sup>to</sup> sit here?
- Yes, i want. BTW, how are you and your family, Rangga?
- i'm fine and my family too, thank you.
- ~~Hi~~ Rangga do you want go to my family's party?
- ~~Hi~~ alright, i will. But, when the party start?
- Tommorrow.
- okay

188 mm x 257 mm

KIKY

(student 3- student 4)

Jum'at  
04-02-2022  
No.: 1X D

Cinta auralia Easuta  
Nabilla Nur azurra

Dialog

Nabilla : Cinta, how many <sup>do</sup> siblings you have?  
Cinta : I have three siblings, how many siblings you have?  
Nabilla : I have two siblings  
Cinta : wow, you are the first child aren't you?  
Nabilla : Yes, I am. are you also the first child?  
Cinta : No, I am not. I am the third child.  
Nabilla : do you have any plans for holiday later?  
Cinta : Yes I have? me and my family <sup>are</sup> planning to go to my grand parents house.  
Nabilla : Oh really? my family have the same plan like yours.  
Cinta : That's nice, have fun  
Nabilla : You too.  
Cinta : Thank you

180 mm x 257 mm RIKY