

**AN ANALYSIS OF SPEAKING SKILLS IN EFL CLASSROOM AT
TENTH-GRADE STUDENTS OF SMAN 11 JAMBI CITY**

A THESIS

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



Written By:

DANI KRISTINA SIMANULLANG

1900888203032

**ENGLISH LANGUAGE EDUCATION FACULTY OF THE
TEACHER TRAINING AND EDUCATION**

UNIVERSITY OF BATANGHARI

JAMBI

2023

APPROVAL

The thesis with titled "An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade Students of SMAN 11 Jambi City" written by:

Name : Dani Kristina Simanullang

NIM : 1900888203032

Department : English Education

Faculty : Teacher Training and Education

Has been corrected and approved to be examined in front of the team of examiners:

Jambi, July 18th, 2023

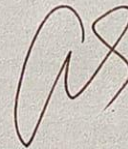
Accepted by:

First Advisor

Second Advisor



(Khidayatul Munawwaroh, M.Pd.)



(Siti Aisyah, M.Pd.)

Approved by:

Dean of Teacher Training

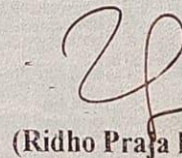
Head of English

Education Study Program

Education Study Program



(Dr. H. Abdoel Gafar, S.Pd, M.Pd.)



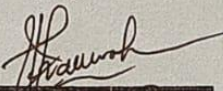
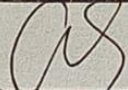
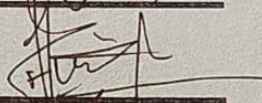
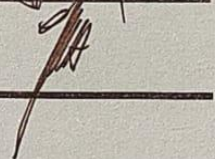
(Ridho Praja Dinata, M.Pd.)

LETTER OF RATIFICATION

A thesis entitled “An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade Students of SMAN 11 Jambi City”. Writing by Dani Kristina Simanullang, with student number 1900888203032, accepted and approved by team of examiners from faculty of Teacher Training and Education Batanghari University on:

Day, Date : Tuesday, 18th July 2023
Time : 09.00 – 11.00 WIB
Place : Lab. Microteaching.

Team of Examiners:

| Name | Position | Signature |
|-----------------------------|---------------|---|
| KhidayatulMunawwaroh, M.Pd. | Chairperson |  |
| Siti Aisyah, M.Pd. | Secretary |  |
| Dr. Erisa Kurniati, M. Pd | Main Examiner |  |
| Dr. Yanti Ismiyanti, M.Pd. | Examiner |  |

Ratified by:

**The Dean of Teacher Training
and Education Study Program**

**The Head of English
Education Study Program**



Dr. H. Abdoel Gafar, M.Pd.



Ridho Praja Dinata, M.Pd.

DECLARATION OF AUTHORSHIP

I, the undersigned below:

Name : Dani Kristina Simanullang
Gender : Female
Place, Date of Birth : Huta Julu, December 10th, 1999
Student Number : 1900888203032
Faculty : Teacher Training and Education
Program : English Education

1. The thesis, titled An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade Students of SMAN 11 Jambi City, is original and has never before been submitted for an academic degree at Batanghari University or any other tertiary institution.
2. Except for the direction of the Advisory Team, this thesis is entirely my own ideas, conclusions, and formulations, with no unauthorized assistance from other parties.
3. There are no works or opinions in this thesis that were or have been published by others, unless they have been obviously cited and included as a reference in this thesis, with the author's name mentioned and listed in the references.
4. I make this statement in due diligence, and if it is discovered in the future that there are irregularities and mistruths in it, I am ready to accept academic punishments in the form of revocation of the degree I received as a consequence of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, July 18th 2023

I, the Researcher,



Dani Kristina Simanullang

NIM. 1900888203032

MOTTO

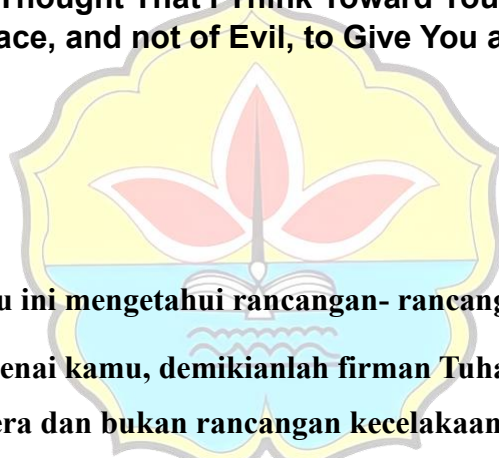
Proverbs 23:18

For Surely There is an End; Thine Expectation Shall Not Be Cut off

'Karena Masa Depan Sungguh Ada dan Harapanmu Tidak Akan Hilang'.

Jeremiah 29:11

For I Know the Thought That I Think Toward You, Said the LORD, Thoughts of Peace, and not of Evil, to Give You an Expected End.



'Sebab aku ini mengetahui rancangan- rancangan apa yang ada padaKu mengenai kamu, demikianlah firman Tuhan, yaitu rancangan damai sejahtera dan bukan rancangan kecelakaan untuk memberikan kepadamu hari depan yang penuh harapan'.

**POSITIVE THINKING WILL RESULT IN POSITIVE THINGS
TOO!**

ABSTRACT

Simanullang, D, K. 2023: An Analysis of Speaking Skills in EFL Classroom at Tenth Grade Students of SMAN 11 Jambi City Academic year 2022/2023. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Khidayatul Munawwaroh, S.Pd., M.Pd. The Second Advisor Siti Aisyah, S. Pd., M.Pd.

This study aims to analyze the skills of tenth-grade students at SMAN 11 Jambi City in speaking in an EFL classroom. This research use qualitative methods with the subject of research being tenth-grade students of SMAN 11 Jambi City with a total of 33 students, selected by purposive sampling techniques. In this study, data was collected using an oral test by describing a picture to find out how students' skill levels in aspects of knowledge in speaking in EFL classes by assessing and then analyzing. In knowledge, there are five aspects including; pronunciation, grammar, vocabulary, fluency, and comprehension. Of the five aspects, vocabulary is the lowest aspect with an average score of 3.21 which means it is still "fair" and comprehension is the highest aspect with an average score of 3.36 which means it is still "fair". The other three aspects are also categorized into the "fair" level where, the pronunciation aspect with an average value of 3.24, the vocabulary aspect with an average value of 3.21, and the average value of the comprehension aspect is 3.36. Thus, the level of speaking skills of students in EFL classrooms at tenth-grade students of SMAN 11 Jambi City from the results of the analysis of the five aspects (knowledge) is categorized into a level that is still "FAIR".

Keywords: *Speaking skills, EFL classroom, descriptive text image*

ACKNOWLEDGMENTS

Praise be to God Almighty, for His mercy and grace, so that the researcher can complete this thesis entitled, "An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade of SMAN 11 Jambi City".

This is one of the requirements to get strata 1 (S1) Degree of English Education Programs Teachers Training and Educational Faculty Batanghari University Jambi.

The researcher realizes that this thesis could not have been completed without support, assistance, guidance, and advice from various parties during the preparation of this thesis. On this occasion, the researcher expresses his sincere gratitude to:

1. Prof. Dr. Herri, M.B, A., as Rector of Batanghari University Jambi
2. Dr. H. Abdoel Gafar S.Pd., M.Pd as the Dean of the Teachers Training and Education Faculty Batanghari University
3. Ridho Praja Dinata, M.Pd., as Chairman of the English Language Education Department
4. Khidayatul Munawwaroh, S.Pd., M.Pd., as the first advisor who always provides motivation, enthusiasm, and direction during the process of writing this thesis.
5. Siti Aisyah, S.Pd., M.Pd., as the second advisor thank you for motivation, encouragement, assistance, and support during completing of this thesis.
6. All Lectures on the English Department of Batanghari University have given their knowledge during study at the English Department of Batanghari University

7. Irawati Usman S. Pd., M. Pd, Rita Rusli, S.Pd, and all teachers and staff at SMAN 11 Jambi City, thank you for providing help during the research to completion.

The researcher hopes that this thesis can be useful for readers and can be used as a reference for development in a better direction. Criticism and suggestions are very welcome for the development of this thesis because no written work is perfect.

Jambi, July 18th, 2023

The Researcher



Dani Kristina Simanullang

NIM. 190088203032

DEDICATION

Praise and gratitude I give to Jesus Christ because of His mercy and grace, so that the researcher can complete this thesis entitled, "An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade Students of SMAN 11 Jambi City".

A big thank you especially to my parents whom I love, and I am proud very much. First of all, I dedicate this thesis to my father, R. Simanullang, and also to my mother, R. Simbolon, and I can't forget to thank my eldest sister Fitri Natalia. Thank you for always giving me support and encouragement.

Then, I also thank my uncle and aunt who have helped pay for my college, and always give encouragement, and also motivation not to give up quickly.

Lastly, thanks also to my comrades-in-arms, especially class A2 of the English education study program at Batanghari University Jambi, without their support and encouragement, I might not be able to complete this thesis.

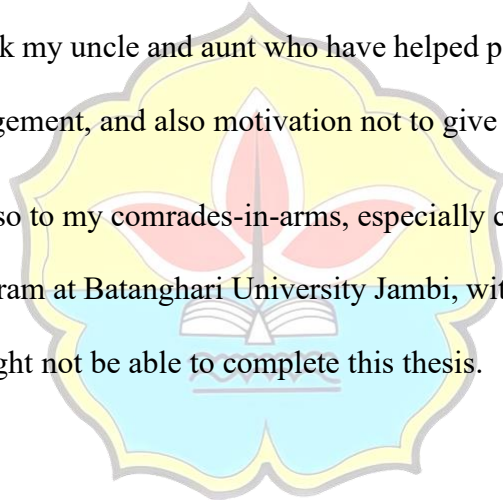


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CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a connecting language spoken all over the world. The ability to speak English is the top priority of many languages learned by people today including in Indonesia. English language learning in Indonesia has been carried out from the elementary school level to the university level. However, the fact is that there are still many students who cannot speak English well and fluently. In learning English there are four aspects that must be mastered by students. Among them; writing, reading, listening and speaking. Nunan (2000), states that speaking is one of the key aspects of learning a foreign language. Students note that language learning skills are measured in terms of the ability to carry on a conversation in the target language. It can be said that the ability to speak fluently is very important in students' language learning to communicate both inside and outside the classroom.

In a scientific work of research type, speaking skills are the most important skills for acquiring a foreign language. Among the four main language skills, speaking is considered the most important skills in learning a foreign or second language, Parupalli (2019). When students' have the skills to speak well and fluently in a foreign language, the level of confidence will be greater so that it is easier to explore ideas, opinions, and thoughts that will be expressed or conveyed when speaking.

In the process of learning speaking, there are interaction activities between teachers and students and mutual communication that takes place in educational situations to achieve learning goals (Rustaman, 2001). The process of learning

speaking at the high school level there are two components that must be done, namely; preparation and execution. In preparation, there are things that must be prepared before starting learning, including textbooks, syllabus, lesson plans, and also learning media that will be used. Then in implementation, namely how learning runs in class starting from the beginning, core and closing activities. In order for the learning process to be successful, of course, the role of the teacher is very necessary. Where, as a teacher must be able to create effective, interesting, and quality learning and be able to build good relationships with students.

In the achievement of speaking learning how the ability obtained by students in conveying ideas, ideas, thoughts, and feelings verbally in social interaction. According to KEMENDIKBUDRISTEK Number 008 / H / KR / 2022 concerning the learning outcomes of high school students / equivalent to the Independent Curriculum, in phase E for grade X in speaking learning students are expected to be able to use and respond to questions and use strategies to start and maintain conversations and discussions. They use English to express opinions on issues close to students' lives and to discuss interests. Students are also asked to give opinions and make comparisons, where they use non-verbal elements such as body language, speaking speed, and tone of voice to be understood in some contexts.

SMAN 11 Jambi City is one of the schools in Jambi province. Based on data obtained by researcher in the field that the learning process in the preparation component is quite good, where each student has textbooks provided by the school as material in learning, teachers teach in accordance with RPP and Syllabus, then teachers have also used infocus as a learning media to attract students' attention in learning to speak in class. In the implementation of speaking learning, teachers use

learning strategies by displaying conversational dialogues, then asking students to have conversations in front of the class in pairs according to the learning topics displayed by the teacher, using visual media for example; Pictures and photographs, then students are asked to explain the pictures in their own sentences.

However, there are still many students who have an enthusiastic attitude that is lacking in learning to speak in class, even though the teacher has used quite good learning methods and strategies in speaking class. There are still many students who do not pay attention when the teacher speaks in front of the class and is engrossed in their respective activities, for example; Some are busy chatting with their deskmates, excuse themselves to the toilet, etc

This is evidenced by the data on the enthusiastic attitude of grade X students at SMAN 11 Jambi City in learning to speak as follows:

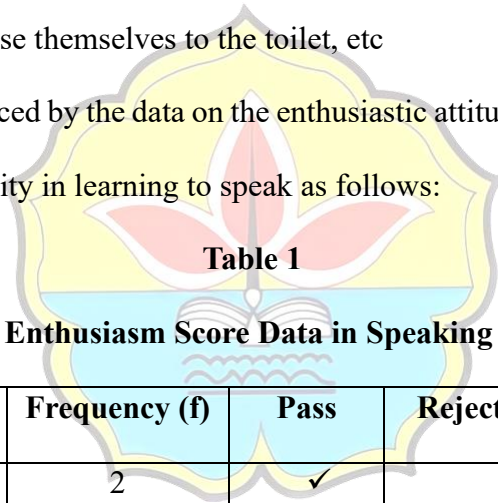


Table 1
Students Enthusiasm Score Data in Speaking Learning

| Range of Score | Frequency (f) | Pass | Reject | Percentage (%) |
|-------------------------------|---------------|----------|-----------|----------------|
| 90 - 100 | 2 | ✓ | | 6,06 % |
| 70 - 80 | 5 | ✓ | | 15,15 % |
| 50 - 60 | 7 | | ✓ | 21,21 % |
| 30 - 40 | 17 | | ✓ | 51,51 % |
| 10 - 20 | 2 | | ✓ | 6,06 % |
| The Number of Students | 33 | 7 | 26 | 100 % |

It can be seen from the data above that as many 26 students out of 33 students in class X have a lack of enthusiasm in learning to speak in class, so the learning process has not been achieved optimally.

Based on the explanation above, the researcher is interested in conducting a study entitled “**An Analysis of Speaking Skills in the EFL Classroom at Tenth-Grade of SMAN 11 Jambi City**”.

1.2 Identification of the Problem

The researcher attempts to formulate the difficulties as follows, based on the given description:

1. Students' ability to develop ideas on learning topics is still low because students' vocabulary mastery is very limited
2. Students still have difficulty in how to use grammar and tenses properly and correctly (the use of tenses that do not match the formula that has been determined, for example in the use of present tenses is used in past tense sentences and vice versa).
3. Students' still have difficulty in correct pronunciation (where, when students express word for word while speaking does not match the accent of native speakers).

1.3 Limitation of the Problem

Regarding the background of the problem, the researcher focuses on the speaking skills of students in EFL classrooms (based on oral tests with topic that have been determined by the researcher), which means it can be part of students' skills in achieving the aspects of speaking in English at tenth-grade of SMAN 11 Jambi City.

1.4 Formulation of the Problem

Based on the research background described above, the formulation of the research is:

1. How is the level of speaking skills of students in the classroom in individual knowledge?
2. How is the level of students' speaking skills against the indicators in the study?

1.5 Objectives of the Research

The purpose of this study is to identify of speaking skills in the classroom at tenth-grade students of SMAN 11 Jambi City.

1.6 Significance of the Research

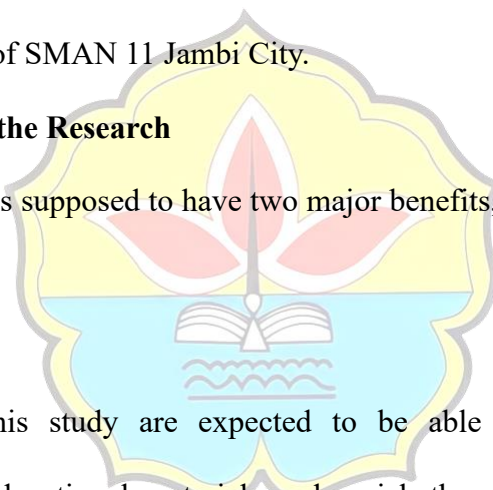
This research is supposed to have two major benefits, they are practical and theoretical benefits.

1. Theoretically

The results of this study are expected to be able to contribute to the development of educational materials and enrich the study literature on the skills of tenth-grade students to speak English in EFL class at SMAN 11 Jambi City.

2. Practically

1. For students as subjects of this research, it is expected that students take advantage of the research. They can improve their skills to speak English in EFL classroom.



2. For English teachers, it is hoped that teachers can find obstacles that trigger the low level of students' skills to speak English and be able to pay more attention to students in overcoming these obstacles effectively and efficiently.
3. For other researchers, this research is expected to be able to provide information or references that will be developed for further research.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Analysis

Analysis is an activity that is carried out with logical, rational, systematic, and also subjective thinking about the object to be researched by finding accurate and reliable evidence.

2. Speaking

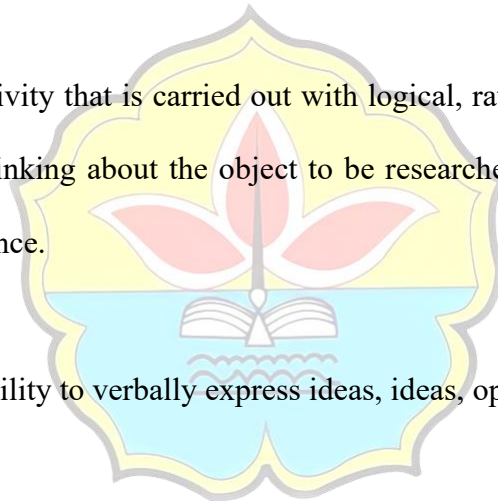
Speaking is the ability to verbally express ideas, ideas, opinions or feelings to others.

3. Speaking Skills

Speaking skills are students' speaking skills that are seen from the aspects of speaking including; vocabulary, grammar, pronunciation, fluency, and also comprehension owned by students.

4. EFL Classroom

EFL Classroom is the second language learned by students at SMAN 11 Jambi City, namely English.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking Skills

Speaking is one of the most important abilities to cultivate and improve communication effectiveness. Florez (1999), explained that speaking is a two-way activity that includes the authentic sharing of opinions, pieces of information, and emotions. This top-down view regards spoken texts as the collaborations between two or more persons in the shared time and the shared context.

Speaking is one of the most difficult aspects to mastered by students, Pollar (2008). Speaking skills are the result of a mastery system that is learned and developed so as to produce good speaking skills. Every individual is able to speak, but only speaks. In speaking skills not many people are able to master it, because basically speaking skills are the potential by a person to possess and structure thoughts logically and systematically, then pour them into linguistic codes according to language guidelines used as well as the right communication context, and pronounce it smoothly and precisely. Speaking skills need to be mastered by every student be it in college or in school. Students who have speaking skills will have broad thoughts and insights that can be developed. When you want to develop speaking skills, you can do it with a variety of topics. Where if students lack knowledge and experience, of course there will not be much they will say when speaking. Thus, students' speaking skills need to be stimulated by a variety of topics that attract students' attention that allow them to speak, Erwin (2020).

Efrizal (2012), expressed that speaking is of great significance for people's interactions where they speak everywhere and every day. Speaking is the process of verbally transmitting thoughts and messages. If we want to encourage students to communicate in English, we should utilize it in real-life situations and ask them to do the same.

Based on the explanation above it can be concluded that, speaking refers to the process of expressing ideas and exchanging ideas verbally. There are various speaking characteristics that learners must master, such as vocabulary development, suitability, fluency, and truthfulness. Speaking is a very important action in a foreign language to gain knowledge from other people with whom we communicate. Everyone should pay attention to the nuances of the language because they have to find the most appropriate word as well as the perfect grammar to communicate the meaning clearly and authentically.

2.1.1 Purpose of Speaking

According to Tarigan (2015), speaking is to convey ideas (ideas, as well as thoughts) which are compiled and then developed according to the needs of the listener. Where, when speaking intends to invite (report), entertain (entertain), and persuade (invite or convince). Speaking is a skill that everyone will be assessed to the maximum in real-life situations, Brown and Yuke (1983). Speaking skills are very important skills for learners to master. Where speaking skills are a person's language skills in pronouncing words to convey, state, or express opinions, ideas, and ideas to others which are based on self-confidence and responsibility.

According to Hermawan in Muchlisin (2020), there are several objectives of speaking skills for students, including the following:

1. Ease of Speaking; to develop speaking skills learners must be trained, so that they are confident in their pronunciation.
2. Clarity; to train learners to be able to speak with clear and precise articulation in their pronunciation.
3. Shaping Critical Listeners; to train learners in listening to the interlocutor and be able to correct wrong pronunciation.
4. Forming Habits; to familiarize learners in pronouncing vocabulary and simple sentences properly and precisely.
5. Responsible; to train the learner's sense of responsibility, so that the learner is able to speak well and put in the appropriate situation.

According to Setyonegoro in Dian (2019), argues that the purpose of speaking is:

1. Express thoughts, feelings, ideas, imaginations and opinions.
Speaking with the aim of expressing thoughts, ideas, feelings, and opinions is a form of speaking that is caused by encouragement from within the individual. Talking like this is personal in nature, meaning that humans have various reasons behind the emergence of ideas and ideas that arise. Where, the results of thoughts and feelings are deemed necessary to be conveyed to others.
2. Responding to the meaning of other people's speech.
Activities that aim to respond to the meaning of other people's speech are activities caused by external stimuli. The response to the meaning of the conversation is twofold, namely in the form of approval (support), and in the form of rejection (disagreeing or contradictory).
3. Want to entertain others
Speaking to entertain is where the speaker seeks to please or soothe the listener's heart. To please the listener, of course, you must have a humorous

spirit so that the atmosphere in the conversation is not monotonous and the listeners are interested in listening to what is conveyed. The purpose of entertaining that has the effect of the appearance of a joyful atmosphere in the listener is the main purpose of speaking to entertain.

4. Conveying information

In conveying information, it is an activity carried out to inform, explain, or interpret something, both in the form of knowledge and important information.

5. Induce or influence others

In the case of speaking to persuade or influence others, it means that the speaker must be able to change or influence or change the listener's thinking or stance so as to do what the speaker wants.

2.1.2 Aspects of Speaking Skills

According to Brown (2004), there are four aspects of speaking skills including pronunciation, grammar, fluency, vocabulary, and comprehension. Thus, a good speaking exertion has to cover all these five following aspects:

1. Pronunciation

The goal of pronunciation is to sound clear and understandable. By using the correct voice when you speak, the other person can quickly understand what you want to say. Clear pronunciation is essential in oral communication so that native speakers and listeners feel comfortable when they engage in communication. In this case, pronunciation is a way for students to produce clearer language when students speak.

2. Vocabulary

Vocabulary is one of the languages of instruction that must be mastered by speakers of the language before learning English. Hatch and Brown (1995), state that vocabulary is a list or collection of words for a particular language or a list of sets of words owned by each speaker of that language. The correct and proper selection of vocabulary when speaking makes us more confident and the conversation becomes more interesting. When learners speak, they often find it difficult to express what they are saying. This is because they don't have the right vocabulary and sometimes, they use the wrong vocabulary. This causes a person to be unable to communicate effectively or express their or opinions or thoughts orally if he does not have enough vocabulary.

Obtaining vocabulary accuracy refers to the correct choice of words when speaking. Students often find it difficult to express what they want to say, they do not have the right vocabulary and sometimes they use the wrong words for example, case of synonyms that do not have the same meaning in all contexts. Students must then use words and phrases correctly. A person cannot communicate effectively or express his thoughts orally or in writing if he does not have sufficient vocabulary.

Based on the explanation above, it can be assumed that vocabulary is a list of words, which as the main component of linguistic competence have a form or expression and have aspects, meanings, uses of words, and forms (pronunciation and spelling).

3. Fluency

Fluency is defined as the ease and speed with which students express themselves, through ideas, especially at the time of speaking. For example, when a student is asked to explain in class it may have some grammatical errors here and there, but it should be delivered in an easy-to-understand manner that shows the student's understanding and comfort with the language. The more students practice, the faster and more accurate their fluency in speaking English will be.

4. Grammar

According to Brown (2001), grammar is the sentence structure used in language. Where, grammar is one of the elements in English that must be taught and mastered by students. Good and proper grammar makes it easier for others to understand what we are talking about, so that there is no misunderstanding.

5. Comprehension

Comprehension means knowing about something and being able to look at it from different angles. Understanding in speaking, means that what we are talking about has a relationship (continuous between sentences). Thus, the direction of the conversation is directed towards a specific purpose. For example, in terms of speaking in front of the class according to the topic set by the teacher. It is said that students understand the topic, if students are able to connect between the title or topic to be discussed with the content.

The researcher will use this theory to analyze five aspects of speaking skills of tenth-grade students of SMAN 11 Jambi City in EFL class.

2.1.3 Types of Speaking Skills

There are five (5) categories of speaking skills described by Brown (2001), including;

1. Imitative Speaking

That is a type of speaking activities, where students are asked to imitate or repeat what they hear either in the form of words or sentences with correct and precise pronunciation.

2. Intensive Speaking

That is the type of speaking activities, which emphasizes more on students' linguistic abilities (mastery of grammar and phonology). In intensive speaking, students are asked to produce spoken language that exhibits grammar, lexical, and pharase. For example; reading aloud, where what is assessed is intonation, stress pattern, and rhythm when students speak (reading).

3. Responsive Speaking

That is type of speaking activities, where students are emphasized in the ability to speak spontaneously (ask or answer briefly). For example, when having a short conversation.

4. Interactive Speaking

That is type of speaking activities, that focuses on the interactions and transactions that occur in monologue and functional discourses.

For example, interpersonal conversations with the aim of socializing (greetings), and transactional conversations with the aim of obtaining information.

5. Extensive Speaking

That is the type of speaking activities that are carried out in monologues (presentations, speeches, storytelling), where the speaker and the listener have limited or no interactions).

2.1.4 Teaching Speaking Skills

According to Anuradha et al (2014), the following are the principles of teaching speaking skills:

1. Encourage students to speak directly from day one. Thus, accustoming them to speak English.
2. Tolerate students if some of them just repeat what they say. So that students do not feel discouraged and end up embarrassed to speak.
3. If a student gives a one-word answer to any question, hold on for now.
4. Let learners actively speak with whatever knowledge of English they have.
5. Propose structures/phrases/words and let learners use them in different situations and drill as much as possible.
6. Encourage back-chaining or tail-forwarding techniques to create long sentences by combining more than ten sentences.
7. Set up role-playing and couple work as much as possible and keep an eye on the learners to fix the active ones and activate the passive ones.
8. Prepare well in advance in terms of planning lessons, activities and tasks.
9. Let learners make mistakes and mistakes at the primary stage. Interruptions and corrections hinder smoothness and discourage learners.

2.2 Students' Speaking Skills in EFL Classroom

Language learning can be interpreted as a process of forming habits, where the more often students practice or repeat something, they have just learned or obtained, the stronger the habit will be and the learning they get will be greater, Setyadi (2006).

According to Gebhard (2006), English Foreign Language (EFL) is the teaching of English where learners learn the language in their own country. EFL students in countries where their own language is used specifically to communicate, Camenson (2007). Many EFL learners study English for their academic studies, travel to countries where English is the country's primary language, or for other purposes. It is further explained that EFL students have little exposure or elaboration of English outside of the classroom, spending only a few hours a week in the classroom, thus having limited opportunities to practice the language skills they acquire during in-class learning.

Furthermore, AL hosni (2014) states that the main problem for EFL students in developing speaking skills is due to the low linguistic knowledge that students master. To have good speaking skills, EFL learners must equip themselves with sufficient knowledge of vocabulary and grammar and need to pay attention to both fluency and comprehension to be able to manage meaningful communication, Hinkel (2006).

Based on the explanation above, it can be concluded that EFL classroom is the learning of English by people who live where English is not used as the main communication tool, that they can learn in the country where they live. the main problem for EFL students in developing speaking skills is due to the low linguistic

knowledge mastered by students. In addition, the limited time that students have to study in EFL classes is also one of the causes of students' low speaking skills.

2.3 Assessment of Speaking Skills

In the learning process, assessment is one thing that has an important role, where the purpose of the assessment is to find out or measure the extent to which students' mastery in learning. Rani (2016), explained in more detail that assessment is a systematic and systematic effort that is carried out by collecting valid and reliable data or information and then processing it in an effort to make policy decisions for an educational program, in other words assessment is a reflection of the teacher's success in teaching. Where, the role of the teacher is not only teaching students, but also required to be able to evaluate the performance or abilities of students and then provide an assessment according to the abilities of each student.

In speaking skills, assessment is very important where with the assessment the teacher can find out and measure the extent to which students' speaking skills are in students' speaking skills (language skills in articulation sounds, as well as vocabulary and mastery of proper and accurate grammar).

According to Brown there are 5 aspects of speaking that must be assessed, including;

1. Vocabulary

In the learner's vocabulary will be assessed the accuracy and use of particular vocabulary in the specified topic.

2. Grammar

Students will be assessed based on how students describe and use sentence by sentence correctly (avoiding mistakes in grammar).

3. Pronunciation

Students will be assessed based on how they pronounce each word (whether students often make mistakes or not).

4. Comprehension

Students will be assessed based on their understanding of the specified topic (whether they understand or not the topic, judging from each sentence that the student conveys, does it have continuity between each sentence?).

5. Fluency

Students will be assessed based on how they express opinions about the topics that have been determined and how fluent they are in explaining the contents of the topics that have been determined.

2.4 Previous Study

In this study, the researcher conducted research on Analysis of Speaking Skills in EFL Classroom at Tenth-Grade at SMAN 11 Jambi City. Several previous researchers have discussed speaking skills, they include;

First, the student from Tarbyah and Teacher Training Faculty Raden Intan State Islamic University, Lampung (2018), the title of thesis “An Analysis of Students’ Problem in Mastering in Speaking Skill Faced by the First Semester of the Twelfth-Grade at SMAN 3 Kota Bumi Lampung Utara in the Academic Year of 2017/2018”. This research qualitative research method. The researcher choose XII MIPA 3 class as sample which consists 38 students. In this study, the researcher used observation, interviews, and a questionnaire in collecting data. And also use three main phases in analyzing data, namely; data reduction, data display, and conclusion-drawing verification. From the data analysis, the researcher found some

conclusion of students' problem in mastering speaking were; the first, lack of vocabulary, pronunciation, grammar, fluency, and comprehend English well. The second, the cause of problem that students faced in mastering speaking skill were the student's unconfident to speak English.

Second, Nurfajhri Indah Sari (10535585014). Increasing Students' Speaking Skills by Intensifying English Language at Eight Grade of SMPN 24 Makassar (A PreExperimental research the Academic Year 2018/2019). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (2019). The Researcher applied pre-experimental method by used one group pretest and post-test design and speaking test to collected the data. The study's findings revealed that pupils' speaking abilities improved, with an average score of 42.55%. This means that students have a positive response to improving their English-speaking abilities. It was be concluded that the grade eight of SMPN 24 Makassar was improved.

Third, Elhadi Nasr Elhadi Mustafa (2018) in his journal “The Impact of YouTube, Skype and WhatsApp in improving EFL Learners' Speaking Skill in Sudan University of Science and Technology-College of Graduate Studies”. In this study, the researcher tried to investigate the impact of YouTube, Skype and WhatsApp on improving the speaking skills of EFL learners, and to attract the attention of teachers, students and education on the importance of Skype, YouTube, and WhatsApp in improving English speaking skills. Pre-tests and post-tests are given to students in their formal class schedule, each student in isolation. The researcher explained that, after two months training a post test was given to the same students within the same questions in their pre-test. The Statistical Package

for Social Sciences (SPSS) software was used to perform statistical analysis on the data. The findings of the study suggest that social media networking has a great effect on speaking. Finally, using apps like WhatsApp and YouTube videos can improve students' skills in speaking or communicating in EFL classes.

Based on the results of previous research, namely with almost the same theme, namely teaching techniques, speaking skills, both through applications and problems contained in students' speaking skills. However, here the researcher will take a different point of view and method in each of the previous studies above, here the researcher focuses on students' skills in speaking in EFL classes using qualitative descriptive methods with oral tests at SMAN 11 Jambi City. The test carried out in this study is to conduct individual tests through descriptive text images that have been determined by the researcher. Thus, researcher chose to test the speaking skills of students in EFL classes, specifically in an individual test entitled "Analysis of Speaking Skills in Tenth Grade Students of SMAN 11 Jambi City".

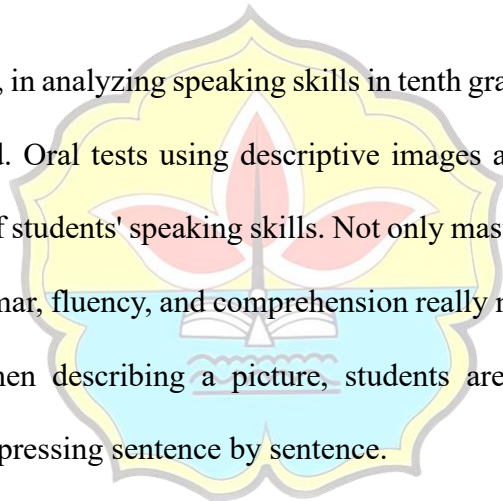
2.5 Conceptual Framework

Speaking is one of the four English language skills that students must master. When you have good speaking skills, it helps students to express opinions, ideas, thoughts and ideas confidently and straightforwardly both in class and outside the classroom. In this case, it is not only students who experience obstacles, sometimes teachers who teach also face obstacles when speaking in class. For example, some students often have difficulty expressing their ideas or opinions because of the lack of vocabulary they master. Then, students lack confidence in

saying each word for word for fear that their grammar and pronunciation are wrong or incorrect, so that their speaking skills cannot improve optimally.

In this case, the purpose of the researcher is to find out how the level of speaking skills of tenth grade students at SMA N 11 Jambi City, namely by analyzing five aspects including; pronunciation, grammar, vocabulary, fluency, and comprehension. To find out this, researcher use oral tests as a research instrument. Researcher used the images to share with students and then described the images in front of the class. Researcher provided 33 different images according to the number of students in grade X-E6.

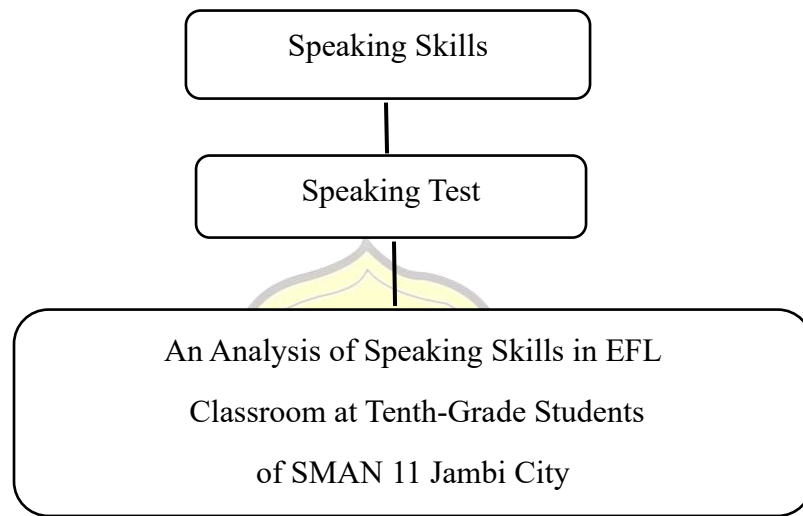
In conclusion, in analyzing speaking skills in tenth grade at SMAN 11 Jambi City, a test is needed. Oral tests using descriptive images are an effective test to determine the level of students' speaking skills. Not only mastery in vocabulary, but pronunciation, grammar, fluency, and comprehension really need to be mastered by students, so that when describing a picture, students are more confident and straightforward in expressing sentence by sentence.



From the explanation above, speaking skills can be analyzed using an oral test through descriptive images of text. This research framework is described in the scheme below;

Figure 1

Conceptual Framework



Based on a conceptual framework, the researcher uses qualitative descriptive research to analyze speaking skills in the Tenth-Grade in EFL class at SMAN 11 Jambi City.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, the researcher uses qualitative research designs and descriptive research methods. Moloeng (2007), explained that qualitative research is research with the aim of understanding the phenomenon of what the research subjects experience thoroughly by means of descriptions in the form of words and language, in the specific context experienced and by utilizing various scientific methods. John W. Creswell also argues that, qualitative research methods are one type of method to be used to describe, explore and understand the meanings that a number of individuals or groups of people consider to be derived from social or humanitarian problems.

According to Arikunto (2019), descriptive research is research that is used to investigate a condition, situation or event, the results of which will be explained in the research report. Descriptive research aims to describe a situation objectively by using numbers, both from data collection, interpretation of the data obtained, as well as appearance, and results from research, Arikunto (2006).

Based on the opinion of experts, the researcher conclude that descriptive qualitative research is a research design and methodology that uses to describe and explain research results based of the data, then the researcher analyzes the data based on what happened in the field during the study.

3.2 Setting of the Research

This research was carried out at SMAN 11 Jambi City. The reason the researcher conducting this study, "An Analysis of Speaking Skills in EFL Classroom at Tenth-Grade Students' of SMAN 11 Jambi City," because the researcher want to know how the level of speaking ability of tenth grade students in EFL classes.

3.3 Subjects of the Research

In this study, In this study, the researcher selects 33 students as subjects in the study. Where the researcher selects 33 students from classes X-E6 at SMAN 11 Jambi City.

This study uses purposive sampling techniques, researchers remain focused on studying the meaning that participants have about problems or issues, not the meaning that researcher bring to the study. Purposive sampling is used to select the most appropriate respondents to get the right and useful information to study, Kelly (2010). According to Palinkas et al (2015), this method is used to identify and select situations that will efficiently use limited research resources. Researcher selected 30 students of grades X-E6 as respondents in the study.

3.4 Instrument of the Research

An instrument is a tool or facility uses by researcher in collecting data to make their work easier and the results are better, so they are easy to process, Arikunto (2006).

The researcher uses oral tests as research instruments for data collection. Arifin (2016), explained that the oral test is a technique used in order to carry out measurement activities, in which there are various questions, or a series of tasks

that must be done or answered by students to measure aspects of behavior (abilities) of students. Because the researcher want to assess students' speaking skills in EFL classroom, that is, assessing 5 aspects of student speech (pronunciation, vocabulary, grammar, fluency, and comprehension). The types of tests using by the researcher include oral tests, as they assess students' speaking skills.

3.5 Reliability and Validity

According to Ghozali (2009), reliability is a tool for evaluating or measuring questionnaires that are indicators of change or construction. If a person's response to a statement is consistent or stable over time, the questionnaire is said to be reliable. The degree of stability, consistency, predictability, and accuracy of measurements are referred to as its reliability. High reliability measurements are measurements that can produce reliable data. Sumadi (2004), also argues that where, reliability tests show the extent to which tool measurement findings can be trusted. In other words, measurement findings must be reliable in the sense that they must be steady and consistent.

According to Sugiyono (2017), the validity test shows the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher. Where, the validity test is a test that is useful to find out whether the questions or instruments used by researchers in the field in research have been valid and reliable. According to Sugiyono (2017), the validity test shows the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher. Where the validity test is a test that is useful to find out whether the questions or instruments used by researcher in the field in research have been valid and reliable.

Table 2
Reability Coefficient and Category

| Reliability Coefficient | Reliability Category |
|-------------------------|----------------------|
| 0.800-1.000 | Very high |
| 0.600-0.799 | High |
| 0.400-0.599 | Fair |
| 0.200-0.399 | Low |
| 0.000-0.199 | Very low |

Source: Adapted by Suharto, 2006

The Likert scale is a scale in this type of research, which is always use to measure attitudes, opinions, and perceptions towards individuals or groups related to social phenomena that are the subject of research, Purwanto (2010). Each category is assign a consecutive score to facilitate data analysis. This scale consists of 5 levels, namely; 5 (very good), 4 (good), 3 (fair), 2 (poor), and 1 (very poor), as in the table below:

Table 3
The Classification of Students' Speaking Skills

| Score | Description |
|-------|-------------|
| 5 | Very Good |
| 4 | Good |
| 3 | Fair |
| 2 | Poor |
| 1 | Very Poor |

3.5 Technique of Data Collection

This study aims to determine the level of speaking skills of students in EFL classroom using oral tests, namely by giving a different picture to each student then described in front of the class one by one. In this case, there are five indicators that will be assessed, namely pronunciation, vocabulary, grammar, fluency and comprehension.

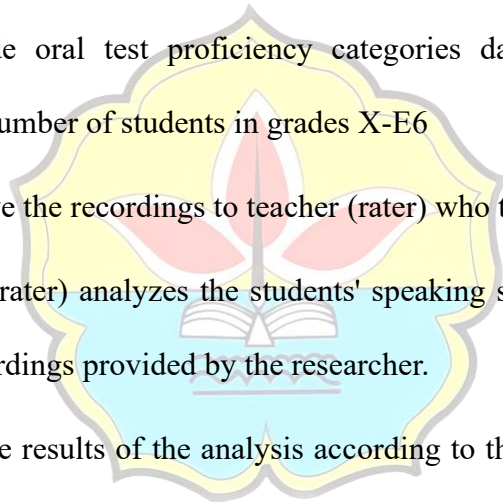
3.6 Technique of Data Analysis

In this study, the researcher uses descriptive analysis as a data analysis technique. Where, the researcher collects, organizes, and presents data using this technique. The data analyzed in this study, were the result of student tests.

Thus, an instrument is needed to analyze data based on student test results. In this case, the researcher uses individual oral tests.

In analyzing the data, the researcher took several steps;

1. Researcher recorded each student who came to the front of the class using a mobile phone accompanied by a teacher who taught in class X-E6
2. Researcher provide oral test proficiency categories data to teacher (rater) according to the number of students in grades X-E6
3. The researcher gave the recordings to teacher (rater) who taught the class
4. Then the teacher (rater) analyzes the students' speaking skills according to the results of the recordings provided by the researcher.
5. Researcher take the results of the analysis according to the time determined by the rater.
6. Finally, the researcher makes conclusions about the results of the study according to the data collected.



Researcher perform several steps was analyzed the data. The steps were processed data are as follows:

1. Tabulation

Researcher used an oral test scoring rubric to analyze data from speaking skills tests. Data was collected using quantitative analysis. In this case, the researcher uses the following procedure:

1. Students Oral Proficiency Assessment Categories

Table 4
Rubric Score of Speaking Skills

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 | Easy to understand, even with a certain accent |
| | | 3 | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| | | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 | Often use inappropriate vocabulary, so it does not match the topic that has been determined |

| | | | |
|----|---------------|---|--|
| 3. | Vocabulary | 2 | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |
| | | 3 | Fluency is somewhat interrupted by language problems |
| | | 2 | Often indecisive and stalled by language limitations |
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |

Source: Adapted by Brown, 2000).

The Likert scale is a scale in this type of research, which is always use to measure attitudes, opinions, and perceptions towards individuals or groups related to social phenomena that are the subject of research, Purwanto (2010). Each category is assign a consecutive score to facilitate data analysis. This scale consists of 5 levels, namely; 5 (very good), 4 (good), 3 (fair), 2 (poor), and 1 (very poor), as in the table below:

Table 5
The Classification of Students' Speaking Skills

| Score | Description |
|-------|-------------|
| 5 | Very Good |
| 4 | Good |
| 3 | Fair |
| 2 | Poor |
| 1 | Very Poor |

According to tabulation above, the top score is 5 (five), thus the total score is 25 (twenty-five) and the lowest score is 1 (one).

2. To assess students' speaking skills, researcher used the following formula:

The data is presented using descriptive statistics. Ghozali (2018:19) explains that descriptive statistics are statistics used to analyze data by providing an overview or descriptive of a data seen from the average, maximum, minimum, standard deviation values.

The following is the formula for analyzing descriptive statistical data according to Sugiyono (2012):

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

Description:

P = Rate Percentage

F = Frequency of the Correct Answer

N = The Total Number of Students

Arikunto (2012), defines test is tool or procedure used to know or measure students' performance by using a set of ways and rules. To analyze the data, a formula is needed to find the average value in this study. Where, the mean average value is the total amount of data divided by the number of data, Sekaran & Bougie (2016).

3. Calculating the average value can use the formula, as follows:

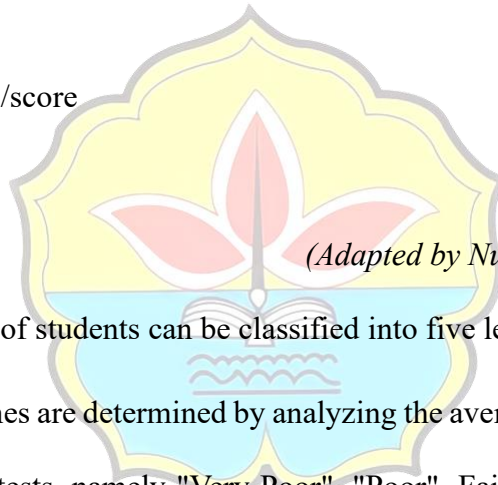
$$\bar{X} = \frac{\sum fi}{f}$$

Description:

\bar{X} = Average

fi = Sum of the Value/score

f = Total of Data



(Adapted by Nurjannah, 2016)

4. The average score of students can be classified into five levels including:

Learning outcomes are determined by analyzing the average scores of students' next speaking skills tests, namely "Very Poor", "Poor", "Fair", "Good", and "Very Good" using the Likert Scale Description

Table 6

Assessment Criteria

| No | Classification | Score |
|----|----------------|-------------|
| 1 | Very Poor | 1,00 – 1,79 |
| 2 | Poor | 1,80 – 2,59 |
| 3 | Fair | 2,60 – 3,39 |
| 4 | Good | 3,40 – 4,19 |
| 5 | Very Good | 4,20 – 5,00 |

(Likert Scale Description).

After qualitatively analyzing the data with descriptive statistics, the researcher then conducted a descriptive analysis through the results of tests conducted by students in class X- E6. The researcher transcribes and summarizes the results of the tests that have been carried out. Then, the researcher can group and find results about students' speaking skills in EFL Classroom.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

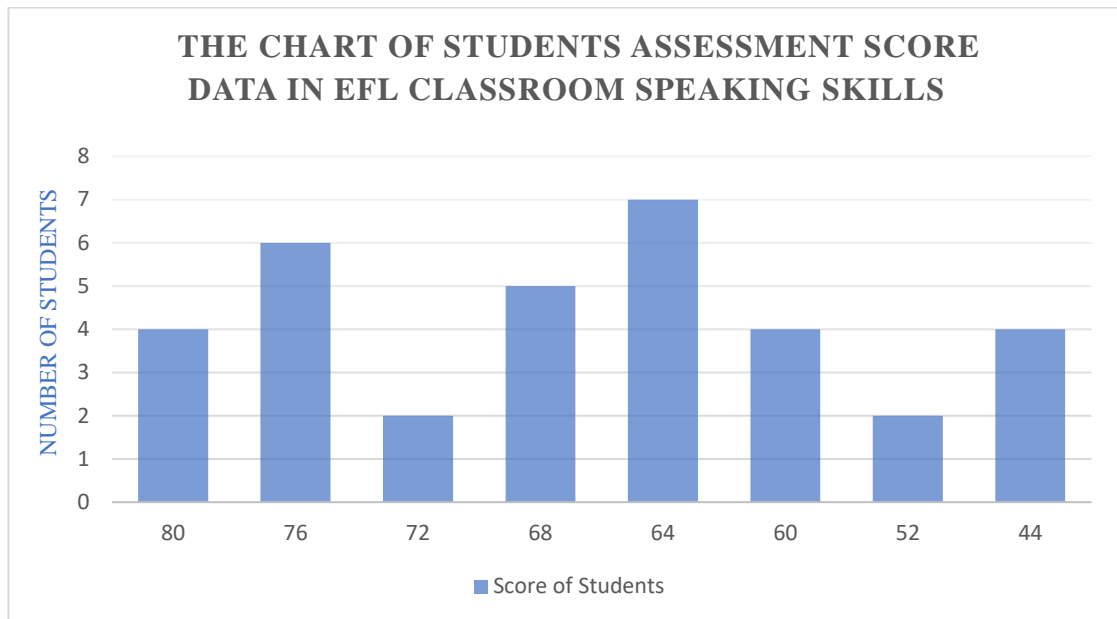
This chapter, discusses the results of data analysis obtained during conducting research. The title of the study is "An Analysis of Speaking Skills in EFL Classroom at Tenth Grade Students of SMAN 11 Jambi City". The purpose of this study was to determine the extent of the skill level of students in grade X of SMAN 11 Jambi City in speaking English.

The researcher presents findings based on data obtained from raters. There are five aspects of speaking skills based on data that are valued including; pronunciation, vocabulary, grammar, fluency, and comprehension.

4.1.1 Presentation of Individual Knowledge Data of Students in Speaking Skills on Descriptive Text

The researcher describes students' knowledge in speaking skills in an individualized descriptive presentation of the text collected from the assessor. In this case, there are five aspects that are analyzed, namely how to pronounce, vocabulary, grammar, fluency, and understanding in the oral test. The scores given by raters are based on oral test results from videos recorded as students present in front of the class.

Chart 1



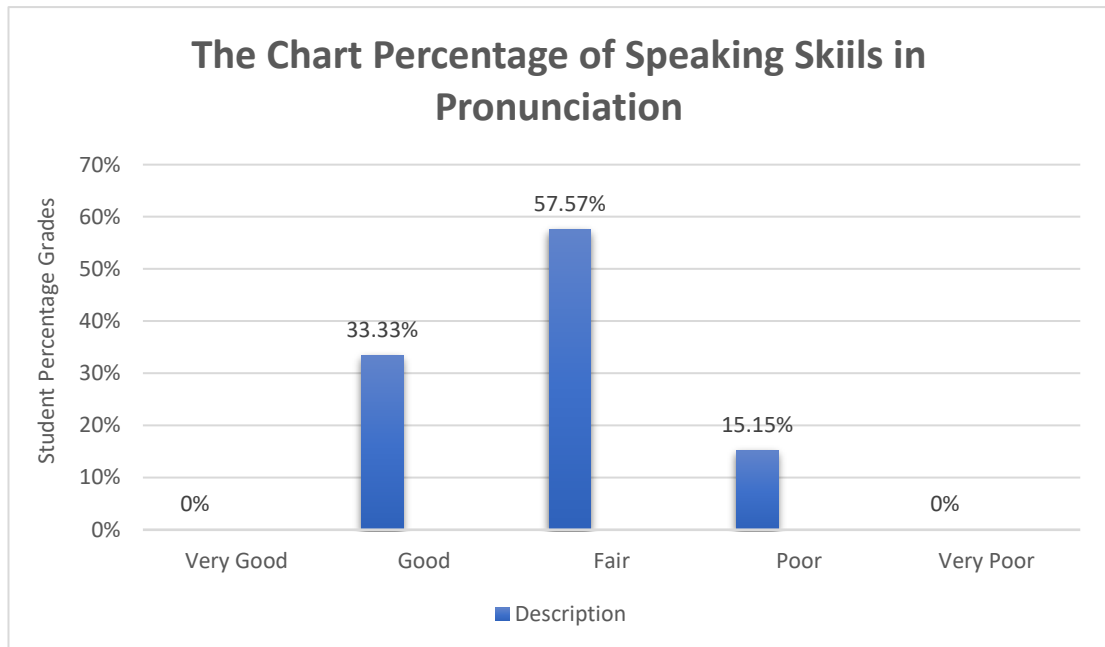
From the chart above, it was found that on average all sides were categorized as a “Fair” level of speaking skills for all five aspects of knowledge. Explained as follows:

4.1.2 Students' Speaking Skills in EFL Classroom in Pronunciation

In the aspect of pronunciation, the skill level of students is categorized into a ‘fair level’. There were 5 (five) students who had poor pronunciation rates. Students often repeat each word but still with the wrong pronunciation so that the listener has difficulty understanding what is conveyed. Then students seem confused and afraid to make mistakes when conveying what they want to explain in front of the class through the pictures they will describe. There were 19 (nineteen) students with a fair level where there are pronunciation problems that make the listener have to concentrate fully and also sometimes there is a misunderstanding between the pronunciation conveyed and the real meaning. Then, there were 11 (eleven) students with a good level, which although with a certain accent but easy to understand.

The percentage of students speaking skills in EFL classrooms can be describe in the chart below:

Chart 2



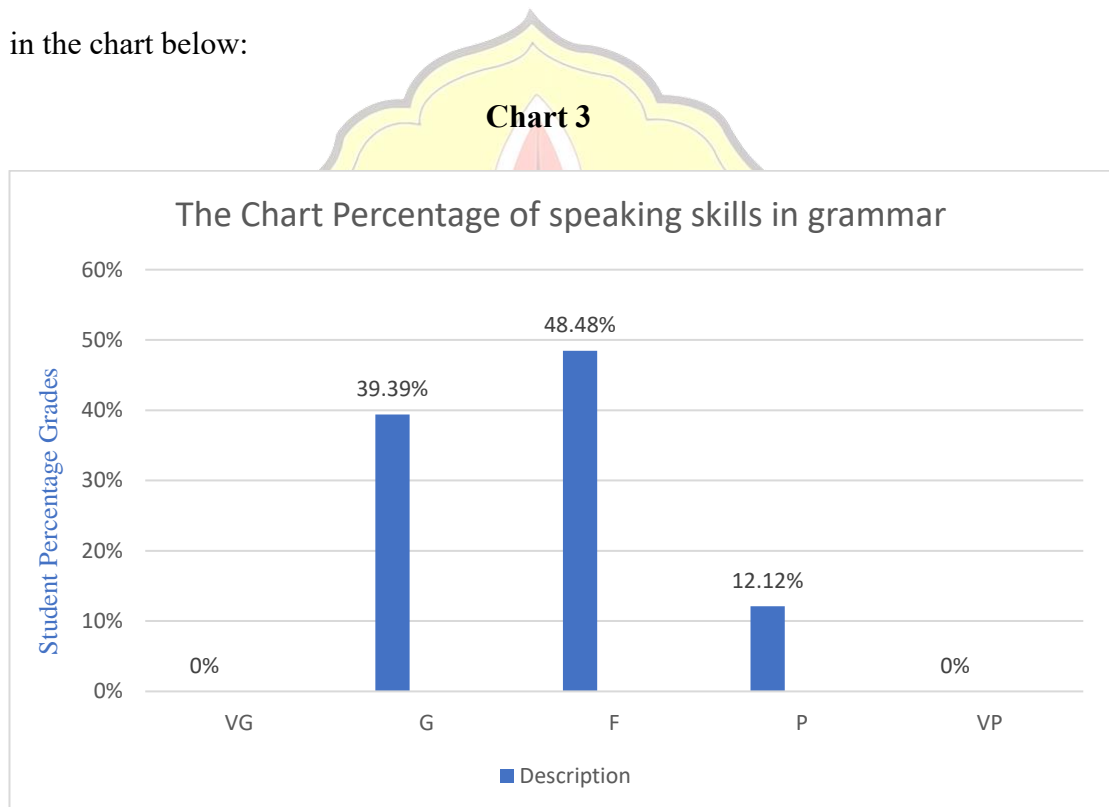
Based on the percentage above, students speaking skills in EFL classrooms in pronunciation, there are 33,33% of students with a point of 4 (good), 57,57% of students with a point of 3 (fair), then there are 15,15% of students with a point of 2 (poor). There are no students with very poor levels of pronunciation skills, nor are there students with very good levels.

4.1.3 Students' Speaking Skills in EFL Classroom in Grammar

In the aspect of grammar, the skill level of students is categorized into a “fair” level. There were only four (4) students who had low grammar rates. Students make many grammatical mistakes that hinder meaning and often rephrase sentences. Students often use tenses that do not fit the formula. For example, sentences that should use simple present tense are used with simple past tense sentences or vice versa.

Students are also sometimes confused about whether the tenses they use are correct or not, so they often repeat words or sentences that should be correct into inappropriate sentences. There are 16 (sixteen) students with a fairly good level where students often make grammatical mistakes that affect meaning so that the listener does not understand what is explained in front of the class. Then, there are 13 (thirteen) students with a good level, where students sometimes make grammatical mistakes, but do not affect the meaning. So, the listener still understands what the students are explaining in front of the class.

The percentage of students speaking skills in EFL classrooms can be describe in the chart below:



Based on the percentage above, students speaking skills in EFL classrooms in grammar, there are 39,39% of students with a point of 4 (good), 48,48% of students with a point of 3 (fair), then there are 12,12 % of students with a point of 2 (poor).

There are no students with very poor levels of grammar skills, nor are there students with very good levels.

4.1.4 Students' Speaking Skills in EFL Classroom in Vocabulary

In the vocabulary aspect, students' skill levels are categorized into "fair" levels. There are only 4 (four) students who have a poor vocabulary level. Limited mastery of student vocabulary is one of the obstacles and problems that make students confused to speak in front of the class. There are 18 (eighteen) students who have fair vocabulary level. Students often use incorrect vocabulary, so the listener does not understand what is being explained. Students often mistakenly use personal pronouns such as; he, she, his, and her. Then, there are 11 (eleven) students with a good level, where students sometimes use inappropriate vocabulary so that the sentences are less connected.

The percentage of students speaking skills in EFL classrooms can be describe in the chart below:

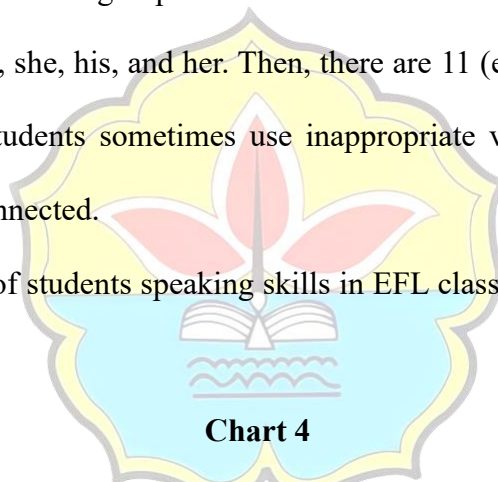
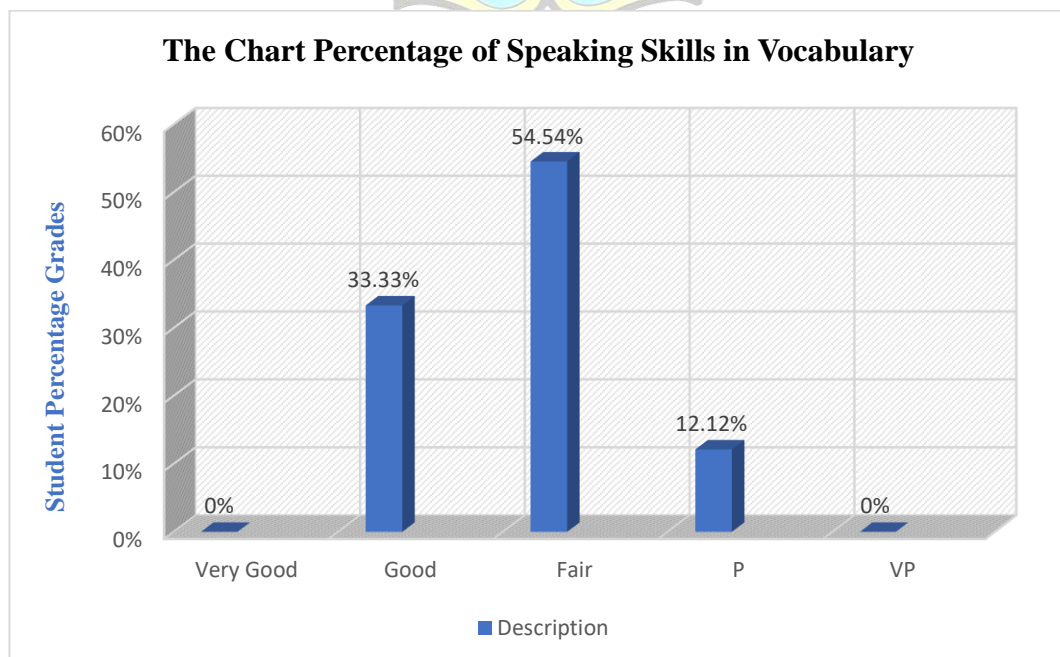


Chart 4

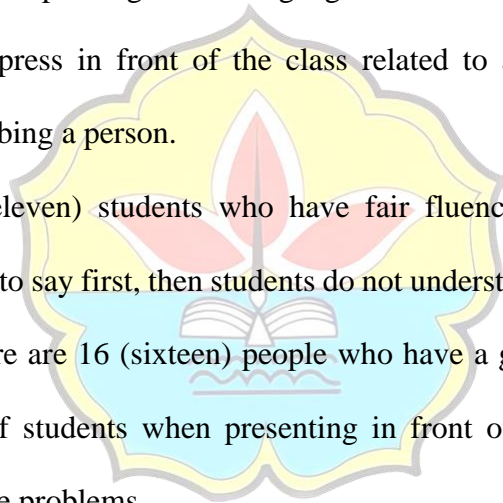


Based on the percentage above, students' speaking skills in EFL classrooms in vocabulary there are 33,33% of students with a point of 4 (good), 54,54% of students with a point of 3 (fair), then there are 12,12 % of students with a point of 2 (poor). There are no students with very poor levels of grammar skills, nor are there students with very good levels.

4.1.5 Students' Speaking Skills in EFL Classroom in Fluency

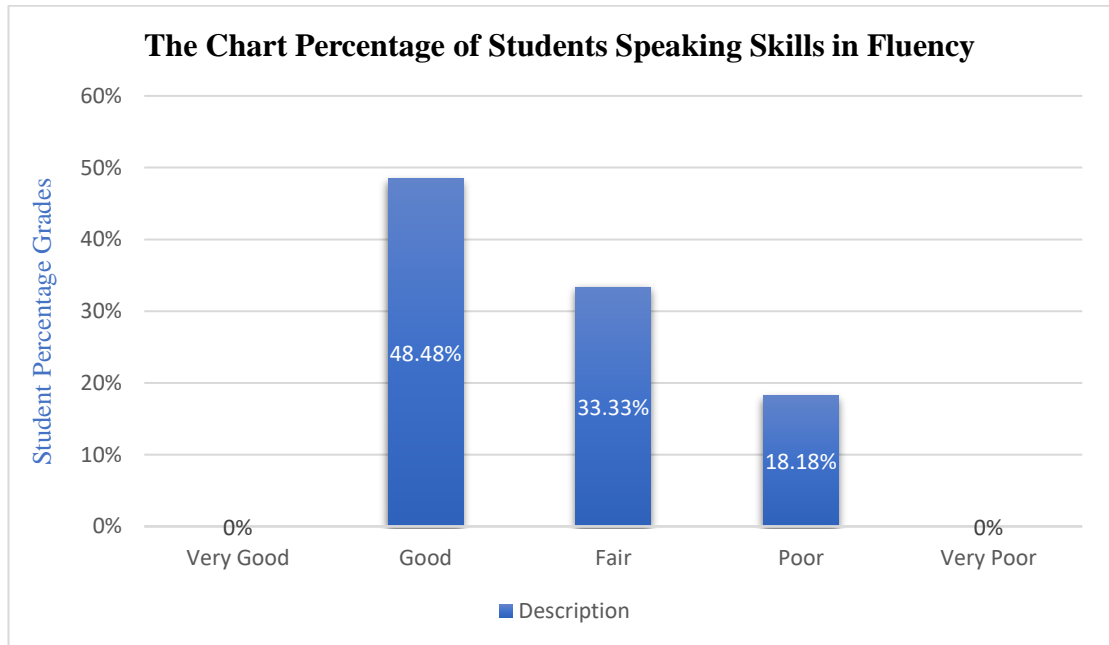
In the aspect of fluency, students' skill levels are categorized into "fair" level. Where there are 6 (six) students who have a low fluency level. Students are often indecisive and stopped speaking due to language limitations. Students do not have ideas or ideas to express in front of the class related to a topic that has been determined by describing a person.

There are 11 (eleven) students who have fair fluency level. Students are confused about what to say first, then students do not understand the direction to be described. Then, there are 16 (sixteen) people who have a good level of fluency, where the fluency of students when presenting in front of the class is slightly disturbed by language problems.



The percentage of students speaking skills in EFL classrooms can be describe in the chart below:

Chart 5

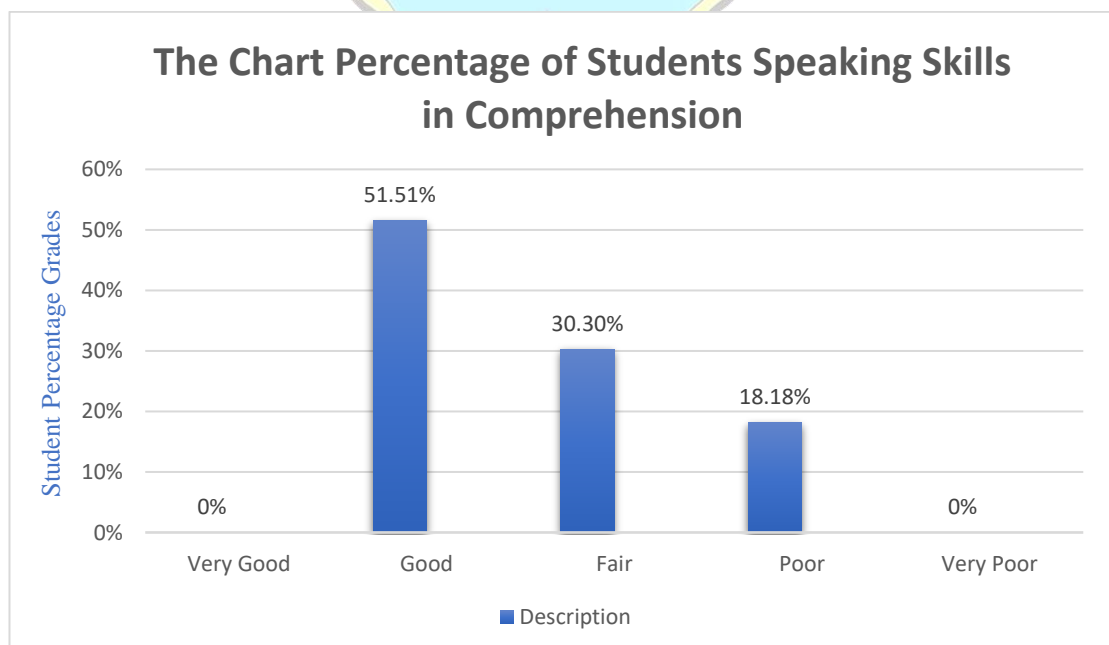
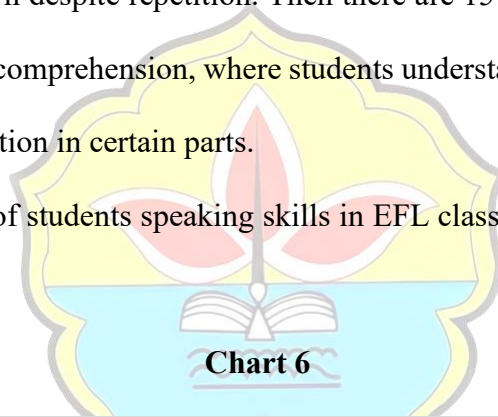


Based on the percentage above, students' fluency skills in speaking in EFL classes there are 48,48% of students with a point of 4 (good), there are 33,33% of students with a point of 3 (fair), then there are 18,18% of students with a point of 2 (poor). There are no students with very poor levels of fluency skills, nor are there students with very good levels.

4.1.6 Students' Speaking Skills in EFL Classroom in Comprehension

In the comprehension aspect, students' skill levels are categorized into "fair level". Where there are 3 (three) students who have a poor level of comprehension. Students find it difficult to follow what is said, so when describing pictures students often say sentences that are not related to what will be described. Students do not explain in detail as how to make descriptive text, which contains identification and description. Then there are 15 (fifteen) students who have a fairly good level of comprehension, where students understand most of what is said when speaking somewhat slows down despite repetition. Then there are 15 (fifteen) students who have a good level of comprehension, where students understand almost everything, even if there is repetition in certain parts.

The percentage of students speaking skills in EFL classrooms can be describe in the chart below:



Based on the percentage above, students' comprehension skills in speaking in EFL classes there are 51,51 % of students with a point of 4 (good), there are 30,30 % of students with a point of 3 (fair), then there are 18,18 % of students with a point of 2 (poor). There are no students with very poor levels of comprehension skills, nor are there students with very good levels.

4.1.7 The Result of Oral Test in Speaking Skills

The results of oral test in the speaking skills of students of grades X-E6 are as follows:

Table 7
The Result of Oral Test in Speaking Skills

| No | Aspect | Score Total | Average Score | Description |
|----|---------------|-------------|---------------|-------------|
| 1. | Pronunciation | 107 | 3,24 | Fair |
| 2. | Grammar | 108 | 3,27 | Fair |
| 3. | Vocabulary | 116 | 3,21 | Fair |
| 4. | Fluency | 109 | 3,30 | Fair |
| 5. | Comprehension | 111 | 3,36 | Fair |

Based on the table above, the researcher found that, of the five aspects of oral test assessment in speaking in EFL classes, namely in the aspect of pronunciation with a total of 107 points where an average score of 3,24 was obtained which was categorized into a "fair" level. In the aspect of grammar with a total of 108 points, where an average score of 3,27 was obtained which was categorized into a "fair" level. In the aspect of vocabulary with a total of 112 points where an average score of 3,39 was obtained which was categorized into a "fair" level.

Then, in the aspect of fluency with a total of 109 points where an average score of 3,30 was obtained which was categorized into a "fair" level. Lastly, in the aspect of comprehension in the total of 111 points where an average score of 3,36 was obtained which was categorized into a "fair" level.

4.2 Discussions

In discussion of this research made based on the results of the research findings described above. This study aims to identify the speaking skills of grade X-E6 students at SMAN 11 Jambi City, which focuses on how students' speaking skills levels in individual knowledge and how students' speaking skills levels against indicators in the study, namely pronunciation, grammar, vocabulary, fluency, and comprehension in class in descriptive texts using images as learning media. Where in the oral test students are asked to describe according to the pictures given by the researcher.

Based on the results of the analysis above, the level of students' speaking skills in individual knowledge with the number of subjects in the study was 33 students where a total score of 2,168 was obtained with an average score of 65.69 which was categorized into the "fair" level. Then the level of students' speaking skills towards the indicators in the study was categorized into the "fair" level, where the indicator they mastered more was the comprehension indicator with a total value of 111 with an average value of 3.36. Furthermore, the most difficult for students to master is the vocabulary indicator with a total score of 106 with an average score of 3.21.

Based on the results of the data presented in general, the researcher decided that the speaking skill scores obtained by students in the oral test were categorized

into "fair" levels on the CRA scale by Brown (2004), as a result, the criteria for all indicators of speaking skills in descriptive text images in grades X-E6 at SMAN 11 Jambi City.

Speaking skills are the most important skills for acquiring a foreign language, among the four major language skills, speaking is considered the most important skill in learning a foreign or second language, Parupalli (2019). From the results of this study shows that there are still many students who experience difficulties and obstacles, so their speaking skills are less than optimal. These problems include; students' ability to develop ideas about learning topics is still low because students' vocabulary mastery is very limited, students still have difficulty in how to use grammar and tenses properly and correctly, students still have difficulty in correct pronunciation (where, when students express word for word while speaking not according to the accent of native speakers).

In this case, the role of the teacher is very important in evaluating and measuring the success of students in learning the ability to speak a foreign language, that is to say; that speaking skills are one of the key aspects of learning a foreign language, Nunan (2000).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions derived from the result of the study and discussion in previous section.

5.1 Conclusions

This research is a descriptive qualitative research that aims to identify the speaking skills of grade X students at SMAN 11 Jambi City. Data was obtained using an oral test.

Based on the results of the study, the speaking skills of grade X-E6 students are still not achieved optimally. Student speaking skills in individual knowledge and student speaking skills towards indicators must be further improved.

After conducting research and analyzing data using the selected instrument to grade X-E6 students at SMAN 11 Jambi City. With the focus of research, how the level of students' speaking skills, in general it can be concluded that:

1. The average value of individual knowledge obtained by students as a subject is 65.69 which is categorized into fair level
2. Based on the five aspects of knowledge in speaking skills, vocabulary is the lowest aspect with an average score of 3.21 which means it is still "fair" and comprehension is the highest aspect with an average score of 3.36 which means it is still "fair".

5.2 Suggestions

Based on the above conclusions the researcher has several suggestions:

1) For the Students

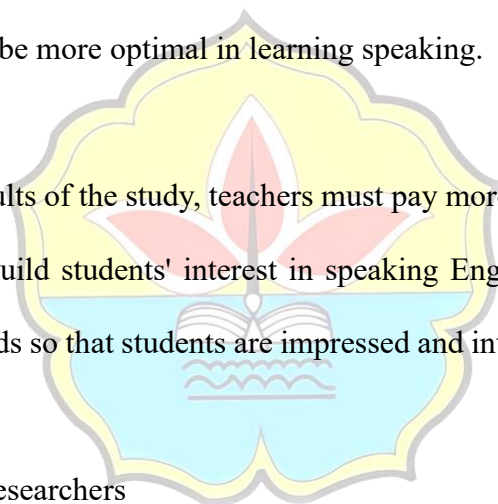
Based on the results of the study, students can improve speaking skills in aspects of pronunciation, grammar, vocabulary, especially in aspects of vocabulary and grammar. Students can practice and familiarize themselves to speak English both inside and outside the classroom, and change the way students learn to be more optimal in learning speaking.

2) For the Teacher

Based on the results of the study, teachers must pay more attention to students' speaking skills, build students' interest in speaking English in class by using interesting methods so that students are impressed and interested in speaking in class.

3) For the Future Researchers

In this study, the researcher used descriptive text to analyze students' speaking skills in five aspects, namely pronunciation, grammar, vocabulary, fluency, comprehension, respect, and confidence in EFL classroom. For further researchers in the same field, especially in analyzing students' speaking skills using other materials such as recount text with other aspects of skills.



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APPENDIX 1

Research Instrument Speaking Test

(Describe the pictures in front of the class one by one with different pictures for each student).

Name:

Class:

| No | Aspects | Scores | Particulars |
|----|---------------|--------|---|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 | Easy to understand, even with a certain accent |
| | | 3 | There are pronunciation problems that make the listener must fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| | | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |

| | | | |
|----|---------------|---|--|
| 4. | Fluency | 3 | Fluency is somewhat interrupted by language problems |
| | | 2 | Often indecisive and stalled by language limitations |
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |



APPENDIX 2

Score Assessment of Students' Speaking Skills in EFL Classroom in Individual Presentation on Descriptive Text

| No | Name | P | G | V | F | C | SC | IS | Level |
|-------------------------------|------|---|---|---|---|---|----|--------------|-----------|
| 1 | A | 3 | 2 | 2 | 2 | 2 | 11 | 44 | Very Poor |
| 2 | AIS | 3 | 3 | 3 | 3 | 4 | 16 | 64 | Fair |
| 3 | APC | 3 | 4 | 3 | 3 | 3 | 16 | 64 | Fair |
| 4 | AW | 3 | 2 | 2 | 2 | 2 | 11 | 44 | Very Poor |
| 5 | BDT | 3 | 4 | 4 | 4 | 3 | 16 | 64 | Fair |
| 6 | CAL | 2 | 2 | 2 | 2 | 3 | 11 | 44 | Very Poor |
| 7 | DD | 3 | 2 | 2 | 2 | 2 | 11 | 44 | Very Poor |
| 8 | ENS | 4 | 4 | 3 | 3 | 3 | 17 | 68 | Fair |
| 9 | EKS | 4 | 4 | 4 | 4 | 4 | 20 | 80 | Good |
| 10 | FAF | 3 | 4 | 3 | 3 | 4 | 17 | 68 | Fair |
| 11 | GHS | 4 | 4 | 4 | 4 | 4 | 20 | 80 | Good |
| 12 | HAR | 3 | 3 | 3 | 3 | 3 | 15 | 60 | Fair |
| 13 | HZF | 4 | 3 | 4 | 4 | 4 | 19 | 76 | Good |
| 14 | IAAM | 3 | 3 | 4 | 3 | 3 | 16 | 64 | Fair |
| 15 | KHNI | 4 | 3 | 3 | 4 | 4 | 18 | 72 | Fair |
| 16 | MRS | 3 | 4 | 3 | 3 | 4 | 17 | 68 | Fair |
| 17 | MAR | 3 | 3 | 3 | 3 | 3 | 15 | 60 | Fair |
| 18 | MR | 2 | 3 | 3 | 2 | 3 | 13 | 52 | Very Poor |
| 19 | NN | 4 | 4 | 4 | 4 | 4 | 20 | 80 | Good |
| 20 | NR | 3 | 3 | 4 | 4 | 4 | 18 | 72 | Fair |
| 21 | NRF | 4 | 4 | 3 | 4 | 4 | 19 | 76 | Fair |
| 22 | NRT | 4 | 3 | 4 | 4 | 4 | 19 | 76 | Fair |
| 23 | PN | 3 | 4 | 4 | 4 | 4 | 19 | 76 | Fair |
| 24 | RALS | 4 | 4 | 3 | 4 | 4 | 19 | 76 | Fair |
| 25 | RA | 3 | 3 | 4 | 4 | 4 | 20 | 80 | Good |
| 26 | RAS | 3 | 3 | 3 | 3 | 3 | 15 | 60 | Fair |
| 27 | RM | 3 | 3 | 4 | 4 | 3 | 18 | 72 | Fair |
| 28 | RAS | 3 | 4 | 3 | 3 | 3 | 16 | 64 | Fair |
| 29 | RRM | 4 | 4 | 3 | 3 | 3 | 17 | 68 | Fair |
| 30 | SDP | 3 | 3 | 3 | 4 | 3 | 16 | 64 | Fair |
| 31 | SL | 2 | 3 | 3 | 2 | 3 | 13 | 52 | Very Poor |
| 32 | V | 3 | 3 | 3 | 3 | 3 | 15 | 60 | Fair |
| 33 | ZTR | 4 | 4 | 3 | 4 | 4 | 19 | 76 | Good |
| Total Individual Score | | | | | | | | 2.168 | |
| The Average Score | | | | | | | | 65,69 | |

$$\mathbf{IS} = \frac{\mathbf{SC}}{\mathbf{TS}} \times \mathbf{100}$$

For Information:

IS = Individual Score

SC = Score

TS = Total Score



APPENDIX 3

The Percentage of Students Speaking Skills in Pronunciation

1) Point 4 (Good)

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

$$P = \frac{19}{33} \times 100 \%$$

$$P = 57,57 \%$$

2) Point 3 (Fair)

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

$$P = \frac{11}{33} \times 100 \%$$

$$P = 33,33 \%$$

3) Point 2 (Poor)

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

$$P = \frac{3}{33} \times 100 \%$$

$$P = 9,09$$



Based on the percentage above, students speaking skills in EFL classrooms in pronunciation, there are 57.57% of students with a point of 4 (good), 33.33% of students with a point of 3 (fair), then there are 9.09% of students with a point of 2 (poor). There are no students with very low levels of pronunciation skills, nor are there students with very good levels.

APPENDIX 4

The Percentage of Students Speaking Skills in Grammar

1) Point 4 (Good)

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

$$P = \frac{21}{33} \times 100 \%$$

$$P = 63,63 \%$$

2) Point 3 (Fair)

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

$$P = \frac{8}{33} \times 100 \%$$

$$P = 24,24 \%$$

3) Point 2 (Poor)

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

$$P = \frac{4}{33} \times 100 \%$$

$$P = 12,12 \%$$



Based on the percentage above, students speaking skills in EFL classrooms in grammar, there are 63,63 % of students with a point of 4 (good), 24,24 % of students with a point of 3 (fair), then there are 12,12 % of students with a point of 2 (poor). There are no students with very poor levels of grammar skills, nor are there students with very good levels.

APPENDIX 5

The Percentage of Students Speaking Skills in Vocabulary

1) Point 4 (Good)

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

$$P = \frac{17}{33} \times 100 \%$$

$$P = 51,51 \%$$

2) Point 3 (Fair)

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

$$P = \frac{12}{33} \times 100 \%$$

$$P = 36,36 \%$$

3) Point 2 (Poor)

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

$$P = \frac{4}{33} \times 100 \%$$

$$P = 12,12 \%$$



Based on the percentage above, students' speaking skills in EFL classrooms in vocabulary there are 51,51 % of students with a point of 4 (good), 36,36 % of students with a point of 3 (fair), then there are 12,12 % of students with a point of 2 (poor). There are no students with very low levels of grammar skills, nor are there students with very good levels.

APPENDIX 6

The Percentage of Students Speaking Skills in Fluency

1) Point 4 (Good)

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

$$P = \frac{17}{33} \times 100 \%$$

$$P = 51,51 \%$$

2) Point 3 (Fair)

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

$$P = \frac{10}{33} \times 100 \%$$

$$P = 30,30 \%$$

3) Point 2 (Poor)

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

$$P = \frac{6}{33} \times 100 \%$$

$$P = 18,18 \%$$



Based on the percentage above, students' fluency skills in speaking in EFL classes there are 51,51 % of students with a point of 4 (good), there are 30,30 % of students with a point of 3 (fair), then there are 18,18 % of students with a point of 2 (poor). There are no students with very poor levels of fluency skills, nor are there students with very good levels.

APPENDIX 7

The Percentage of Speaking Skills in Comprehension

1) Point 4 (Good)

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

$$P = \frac{15}{33} \times 100 \%$$

$$P = 45,45 \%$$

2) Point 3 (Fair)

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

$$P = \frac{15}{33} \times 100 \%$$

$$P = 45,45 \%$$

3) Point 2 (Poor)

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

$$P = \frac{3}{33} \times 100 \%$$

$$P = 9,09 \%$$



Based on the percentage above, students' speaking skill in EFL classroom in comprehension there are 48,48 % of students with a point of 4 (good), 48,48 % of students with a point of 3 (fair), then there are 9,09 % of students with a point of 2 (poor). There are no students with very poor levels of comprehension skills, nor are there students with very good levels.

APPENDIX 8

The Average Value of Each Aspect of Oral Test Assessment in Speaking Skills

- 1) Average score of students in pronunciation aspect

$$\bar{X} = \sum \frac{f^i}{f}$$

$$\bar{X} = \frac{115}{33}$$

$$\bar{X} = 3,48$$

- 2) Average score of students in grammar aspect

$$\bar{X} = \sum \frac{f^i}{f}$$

$$\bar{X} = \frac{116}{33}$$

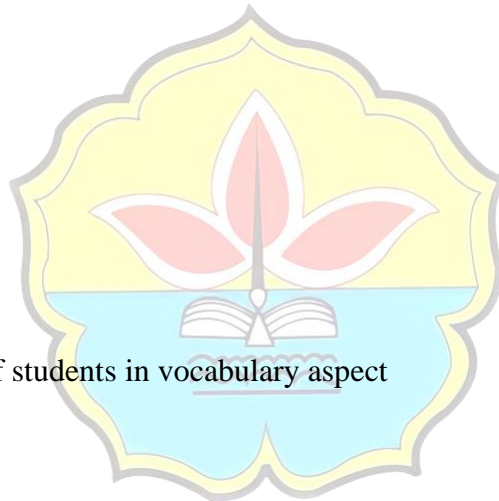
$$\bar{X} = 3,51$$

- 3) Average score of students in vocabulary aspect

$$\bar{X} = \sum \frac{f^i}{f}$$

$$\bar{X} = \frac{112}{33}$$

$$\bar{X} = 3,39$$



4) Average score of students in fluency aspect

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

$$\bar{X} = \frac{110}{33}$$

$$\bar{X} = 3,33$$

5) Average score of students in comprehension aspect

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


$$\bar{X} = \frac{111}{33}$$

$$\bar{X} = 3,36$$



APPENDIX 9

RESULT PERMIT

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

Nomor : 41 /UBR-01/B/2023
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMA N 11 Kota Jambi
di
Tempat

Dengan hormat,

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


Nama : **DANI KRISTINA SIMANULLANG**
NIM : 1900888203032
Program Studi : Pendidikan Bahasa Inggris

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

“AN ANALYSIS OF SPEAKING SKILLS IN EFL CLASSROOM AT TENTH GRADE STUDENTS OF SMA N 11 JAMBI CITY”



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

Jambi, 31 Maret 2023
Dekan,


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

APPENDIX 10

RESPONSE RESULT PERMIT

 **PEMERINTAH PROVINSI JAMBI**
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 11 KOTA JAMBI
TERAKREDITASI A 

Jl. Sersan Anwar Bay Kel. Simpang Rimbo Kec. Alam Barajo Kode Pos 36129 ☎(0741) 583044
Website : www.sman11kotajambi.sch.id E-mail : sman11_jambi@yahoo.co.id
NSS : 301 1000 07 009 NPSN : 10504587

SURAT KETERANGAN
Nomor : 420/ 516 /SMAN.11/V/TAS-2023

Yang bertanda tangan di bawah ini :

Nama : **Dr. Alasan Poltak Parulian Sitorus, M. Pd**
Jabatan : Kepala SMA Negeri 11 Kota Jambi

Dengan ini menerangkan bahwa :

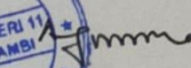

Nama : **Dani Kristina Manulang**
NIM : 1900888203032
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian sebagai Tugas Akhir di SMA Negeri 11 Kota Jambi. Dengan judul :

“ AN ANALYSIS OF SPEAKING SKILLS IN EFL CLASSROOM AT TENTH GRADE STUDENS OF SMA N 11 JAMBI CITY ”.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Jambi, 10 Mei 2023
Kepala Sekolah,

Dr. Alasan Poltak Parulian Sitorus, M. Pd
Peg. Tk. I/IV b
NIP. 19661201 199303 1 005

APPENDIX 11

STUDENTS' SCORE ORAL TEST

Name: Agustiani

Class: X-E6

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 | Easy to understand, even with a certain accent |
| | | 3 ✓ | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 ✓ | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 ✓ | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |
| | | 3 | Fluency is somewhat interrupted by language problems |
| | | 2 ✓ | Often indecisive and stalled by language limitations |

| | | | |
|----|---------------|-----|--|
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 ✓ | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |

$$\frac{11}{25} \times 100 = 44.$$

Name: Ester Kezi Simbolon

Class: X-E6

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 ✓ | Easy to understand, even with a certain accent |
| | | 3 | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 ✓ | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 ✓ | Sometimes using improper vocabulary |
| | | 3 | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 ✓ | Fluency seems a little distracted by language problems |
| | | 3 | Fluency is somewhat interrupted by language problems |

| | | | |
|----|---------------|-----|--|
| | | 2 | Often indecisive and stalled by language limitations |
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 ✓ | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |

$$\frac{20}{25} \times 100 = 80$$

Name: Dzaky Denata

Class: X-E6

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 | Easy to understand, even with a certain accent |
| | | 3 ✓ | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 ✓ | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 ✓ | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |
| | | 3 | Fluency is somewhat interrupted by language problems |
| | | 2 ✓ | Often indecisive and stalled by language limitations |

| | | | |
|----|---------------|-----|--|
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 ✓ | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |

$$\frac{11}{25} \times 100 = 44$$

Name: Endang Nestaurina Silitonga

Class: X-E6

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 ✓ | Easy to understand, even with a certain accent |
| | | 3 | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 ✓ | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 | Often make grammatical mistakes that affect meaning |
| | | 2 | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 ✓ | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |
| | | 3 ✓ | Fluency is somewhat interrupted by language problems |
| | | 2 | Often indecisive and stalled by language limitations |

| | | | |
|----|---------------|-----|--|
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 ✓ | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |

$$\frac{17}{25} \times 100 = 68$$

Name: Habibi Al-Rasyid

Class: X-E6

| No | Aspects | Scores | Particulars |
|----|---------------|--------|--|
| 1. | Pronunciation | 5 | Easy to understand and has a native speaker accent |
| | | 4 | Easy to understand, even with a certain accent |
| | | 3 ✓ | There are pronunciation problems that make the listener have to fully concentrate, and sometimes there is a misunderstanding |
| | | 2 | Difficult to understand because there is a pronunciation problem, often asked to repeat |
| | | 1 | Pronunciation problems are serious, making it difficult to understand |
| 2. | Grammar | 5 | No or slight grammatical errors |
| | | 4 | Sometimes make grammatical errors, but do not affect the meaning |
| | | 3 ✓ | Often make grammatical mistakes that affect meaning |
| | | 2 | Many grammatical errors hinder meaning and often rearrange sentences |
| | | 1 | Grammatical errors are so severe that it is difficult understood |
| 3. | Vocabulary | 5 | Use vocabulary and expressions like native speakers |
| | | 4 | Sometimes using improper vocabulary |
| | | 3 ✓ | Often use inappropriate vocabulary, so it does not match the topic that has been determined |
| | | 2 | Using vocabulary incorrectly, and limited vocabulary making it difficult to understand |
| | | 1 | Very limited vocabulary so that the content of the topic does not develop |
| 4. | Fluency | 5 | Fluent like a native speaker |
| | | 4 | Fluency seems a little distracted by language problems |
| | | 3 ✓ | Fluency is somewhat interrupted by language problems |
| | | 2 | Often indecisive and stalled by language limitations |

| | | | |
|----|---------------|-----|--|
| | | 1 | Intermittent and stopped speech so that the topic being talked about is not connected |
| 5. | Comprehension | 5 | Understand all without experiencing Difficulties |
| | | 4 | Understanding almost everything, even if there is repetition in a certain part |
| | | 3 ✓ | Understanding most of what is being said, when speaking is somewhat slowed down despite the repetition |
| | | 2 | It's hard to follow what's being said |
| | | 1 | Unable to understand the topic that has been determined |
| | | | |

$$\frac{15}{25} \times 100 = \underline{60}$$

APPENDIX 12
TURNITIN CHECKER

SKRIPSI DANI

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