THE ABILITY OF THE XI GRADE STUDENTS OF SMA SWASTA NURUL ILMI PADANGSIDIMPUAN IN SPEAKING ON THE TOPIC SUGGESTION EXPRESSIONS

A THESIS

Submitted to the State Institue For Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program

Written by:

Wirda Hasanah Hasibuan
Reg. 15 203 00043

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2019

THE ABILITY OF THE XI GRADE STUDENTS OF SMA SWASTA NURUL ILMI PADANGSIDIMPUAN IN SPEAKING ON THE TOPIC SUGGESTION EXPRESSIONS

A THESIS

Submitted to the State Institue For Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program

Written by:

Wirda Hasanah Hasibuan
Reg. 15 203 00043

ADVISOR I

Rayendriani Fahmei Lubis, M.Ag.
NIP.19710510 200003 2 001

ADVISOR II

Zainuddin, S.S.,M.Hum
NIP.19760610 200801 1 016

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2019

LETTER OF AGREEMENT

Term   : Thesis   Padangsidimpuan,   November 2019
        a.n. Wirda Hasanah Hasibuan   To:
                                                Dean Tarbiyah and
                                                Teacher Training Faculty
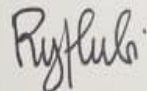   In-
                                                Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Wirda Hasanah Hasibuan**, entitled *"The Ability of the XI Grade Students of SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expressions"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
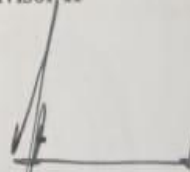
Wassalamu'alaikum Wr.Wb.

Advisor I   Advisor II

Rayendriani Fahmei Lubis, M.Ag.   **Zainuddin, S.S., M.Hum**
NIP. 19710510 200003 2 001   NIP. 19760610 200801 1 016

RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	:	The Ability of the XI Grade Students of SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expresions
Written By	:	Wirda Hasanah Hasibuan
Reg. No	:	15 203 00043
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   November 2019
Dean of Tarbiyah and Teacher
Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	:	Wirda Hasanah Hasibuan
Registration Number	:	15 203 00043
Faculty/Department	:	Tarbiyah and Teacher Training Faculty / TBI-2
The Tittle of Thesis	:	**The Ability of the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expressions.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan,   October 2019

Declaration maker,

WIRDA HASANAH HASIBUAN
Reg. No. 15 203 00043

AGREEMENT PUBLICATION OF FINAL TASK

FOR ACADEMY CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name	:	**Wirda Hasanah Hasibuan**
Registration Number	:	15 203 00043
Faculty/Department	:	Tarbiyah and Teacher Training Faculty / TBI-2
Kind	:	Thesis

To develop of science and knowledge, I hereby declare that I present the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled: **"The Ability of the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expressions"**. With all the sets of equipments (if needed). Based on the this Non Exclusive Royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on the statement above all, thus statement is made true heartedly to be used propertly.
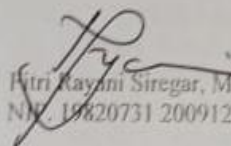
Padangsidimpuan, October 2019
The signed

WIRDA HASANAH HASIBUAN
Reg. No. 15 203 00043

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Wirda Hasanah Hasibuan
Registration Number : 15 203 00043
Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI-2
The Tittle of Thesis : **The Ability of the IX Grade Students of SMA Swasta**
Nurul Ilmi Padangsidimpuan in Speaking on the
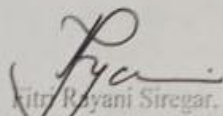**Topic Suggestion Expression.**

Chief,   Secretary,
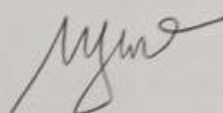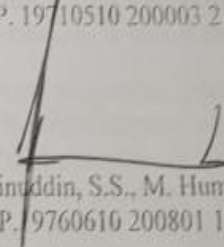
Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis, M.Ag.
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

Members,

Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis, M.Ag.
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

Yusni Sinaga, M.Hum   Zainuddin, S.S., M. Hum
NIP.17700715 200510 2 010   NIP. 19760610 200801 1 016

Proposed:
Place : Padangsidimpuan
Date : November, 13th 2019
Time : 14.00 WIB until finish
Result/Mark : 86,25 (A)
IPK : 3.54
Predicate : Pujian

Name	: **Wirda Hasanah Hasibuan**
Registration number	: **15 203 00043**
Faculty	: **Tarbiyah and Teacher Training**
Department	: **English Education (TBI -2)**
Title of the Thesis	: **The Ability of the XI Grade Students of SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expressions**

ABSTRACT

This research discusses about the ability of the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in speaking on the topic suggestion expressions. When the researcher do the interview with some of students and their English teacher the researcher found some of their speaking problem they were: the first, students are afraid and shy to speak English. The second, the students are less vocabulary in memory. The third, the students dominantly speak Bataknise than English in their daily conversation. The last problem, students seldom use English in their habitual life and the students study English just twice a week.

This research observed one variable and type of research was descriptive method in quantitative research. The population of this research was the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan and the sample of this research was XI pi 3 and XI pi 4 in 2019/ 2020 academic year. The total sample of this research was 54 students in XI pi 3 and XI pi 4. The source of the data was stratified purposive sampling tehcnique. The researcher used test with kind of the test is oral test and responsive assessment (conversation) to collect the data.

The students' ability in speaking on the topic suggestion expressions at the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan was categorized into high category or 73,75. The description of students ability in speaking on the topic suggestion expressions based on the indicator speaking using fluency, pronunciation, accuracy, grammar,content and expession. The highest score of the students were 99 and the lowest score were 40. It can be classification from the score of the students there were 4 students got low category, 5 students got enough category, 24 students got high category, 21students got very high category.

Keywords : *Ability, Speaking and Suggestion Expressions*

ACKNOWLEDGEMENT

بِسْــــمِ اللهِ الرَّحْمٰنِ الرّحِــــيْمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis. The Second, shalawat and salam peace upon to the prophet Muhammad SAW that had guided the human beings from **the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.**

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my the deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag. as my first advisor who has guided me for finishing this thesis, who has given me much idea sincerely and patiently during the progress of writing this thesis and also who has given many contribution on myself growth until I came to know so many new things I am really thankful for.
2. Mr.Zainuddin S.S, M.Hum., as my second advisor who has supported me,

   who has been the great advisor and lecturer for me and also for all of her

3. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL., as the Rector of IAIN Padangsidimpuan.
4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

5. Mrs. Fitri Rayani Siregar, M.Hum., as the chief of English Eduacation Department and as my academic advisor who has given me motivations.

6. Mrs. Eka Sustri Harida, M.Pd., Mrs. Sri Ramadhani Siregar, M.Pd., Mr. Hamka, M.Hum., Mr. Sojuangon Rambe, S.S., Mr. Dr. Fitriadi Lubis, Mrs. Yusni Sinaga, M.Hum., and other English lectures.

7. Headmaster of Vocational High School Nurul Ilmi Padangsidimpuan who has given the writer permission to carry out the research.

8. My parents, Sahdinan Hasibuan and Daimah Nasution that my angel and my superhero in my life without yuo I can not be anything who taught me how to be patient to face this life, who always give me pray, motivation, a lot of love, attention and moral encouragement to finish my study and also to my little angel (Aslamia Hasibuan and Mahrani Hasibuan) that always support me how to be a grateful person   and my lovely young brother (Sukri Hasibuan and Wildan Hasibuan) thanks for always be there for me.

9. My second family Amburadul Kos (Syaro, Risna , Fiya, Meri , Wiwinda , Melisa, Iflah, Winda Rama, Puja, Silvia, Elisa) I am proud of to be one of you thanks for being good bunny for me, being so be patient with my childish, , thanks for your crazier that makes me more loving you, thanks for your joke as long as 4 years. Hope we did not just meet in this world but in the Jannah-Nya and I can not describe how much ILY once again thanks.

10. Our Uwak Kos Uco (Abdi Tanjung) and Uce (Maswarni) and also to all my junior Rani, Jogi, Napra, uda warnet (Aulia Rahman) and also Laptop Toshiba thanks for being so humble in my life.

11. Uye- Uye (Warida, Safinah, Yamar, Ciah, Ito, Ropi, Marisa) I am lucky tobe one you thanks for being so be kind for me , Fitra Sandria as a good kosma who always help us in every situation and all of member Paskib TBI-2 that I can not mention one by one.

12. All my friends in IAIN Padangsidimpuan, especially Miranti, Dian, Adan, Yumna,Yanti, Wiji, Hariyanto, Dwi, Rika, Longga, Fauziah, Boja, Minah,

Isro, Desi, Ikky Anwar, Mom Rayen Lovers Group and My Guek (Vitnong, Purek, Sonidar, Puja, Ika, Bolok, Selvong) thank you for being so nice .

I realize this thesis can not be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,   October 2019

Researcher

WIRDA HASANAH HASIBUAN
 Reg. No. 15 203 00043

TABLE OF CONTENTS

CHAPTER I   INTRODUCTION

CHAPTER II THEORITICAL DESCRIPTION

CHAPTER III RESEARCH AND METHODOLOGY

LIST OF TABLES

LIST OF FIGURES

LIST Of APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Looking at the developing science and technology, language has an important rule for human life, by using language the people will express ideas, emotion, desires, and it is used a medium to interact with one to another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak English when they meet one another in every international situation such as : meeting, workshop, or conference.

English as an international language has an important role in this globalization era. In this globalization era, everyone is demand to prepare a great resourcers for his or her life. Of course, to compete againts a global demanding, the people should have an adequate knowledge and good skills. Therefor, mastering English langauge both oral and writtten English actively is necessary for academic and global media communication requirement because it is become compulsary for everyone who wants to compete againts the globalization era.

Many countries use English as a second language in their countries. Mastering English is one of the ways to improve or expand the knowledge especially in making communication with other people. In learning English people must master skills about English although there are differences of the language in the world

1

As an international language, English is the most widely used in the word. It plays very significant roles in many aspects of international affairs as a means of international communication. In this global era, human being is faced by many problems. One way of anticipating, the problems are by changing the education system should be designed based on the four basic goals namely learning to know, learning to do, learning to live together and learning to be self owner.

Understanding English is very important in this globalization era because English is one of the human language in the world that has important role in communication. It has become international language and almost practice in every aspect of human life such as: education, society, politics, economics and culture. Fundamentally, Indonesia's curriculum said there are four language skills that should be mastered by the students; they are listening, speaking, reading, writing. Then the four skills are divided in two kinds they are: receptive competence and productive competence. In receptive competence (language they can understand) there are : listening and reading, where as in productive competence (language they can produce) there are: writing and speaking.

The first is listening, which shows the ability to make sense of what people heard and connect it to other information already known. Listening is the first skill that is gotten by human in their life. The second is speaking, is the ability to communicate orally and to express idea and feeling. The third is reading, is the ability to get message or information

that comes from the author that can be understood and comprehended by reader easily. The last is writing, which express the ideas to the printed material In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language.

According to Brown, there are five types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the some what limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking; complex interaction which sometimes includes multiple exchanges and multiple participant. Extensive speaking is oral production, include speeches, oral presentation, and story telling.[1]

After studying English from Junior High School to Senior High School (at least 6 years), the students are expected to be able to use English as a mean of communication,especially in speaking includnig in using suggestion experession because based on the Syllbus of English in Senior High School at grade XI there are many subjects that was learned

---

[1]H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2004), P.266-268.

by the students like invitation, opinion, letter, procedure text, passive voice, conditional sentence, report text, analytical exposition text, song and suggsetion experession.

There are many factors which make difficult for students to be able to speak English. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because lack of motivation and attention about the important of speaking. Students are seldom to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skill namely the students interest, the material, and the media among others including the technique in teaching English.

Eventhough speaking ability is very important, but in fact it is still had some problems at grade XI SMA Swasta Nurul Ilmi Padangsidimpuan. Afifah Tulizah as a student said that speaks English is very difficult because she is shy and afraid to speak in English including in making suggestions expressions.[2] Then, Fany Utami said that speaks English is difficult because they are less vocabulary in memory.[3] Then Rizki Ardila said that in their daily converstion they dominantly speak Bataknise and Indonesia than English.[4]

---

[2] Afifah Tulizah as astudent in the 11st class, *Private Interview,* (SMA Swasta Nurul Ilmi Padangsidimpuan: Desember 22nd, 2018 at 10.00. a.m)

[3] Fany Utami as a student in the 11st class, *Private Interview,* (SMA Swasta Nurul Ilmi Padangsidimpuan: Desember 22nd, 2018 at 10.30. a.m.)

[4] Rizky Ardila as a student in the 11st class, *Private Interview,* (SMA Swasta Nurul Ilmi Padangsidimpuan: Desember 22nd, 2018 at 11.00. a.m)

Mr. Suyono said that students are weak in using suggestions expressions because students seldom use English in their habitual life, they study English just twice a week, English is a foreign language.[5]

Based on the ilustration above , it is undeniably that speaking is important for everybody. The students still got difficulties in using suggestions expressions. So. it makes them can not use suggestions expressions in their daily conversation.

B. The Identification of Problems

Here, the researcher identifies the problem of the research like:

1. Students speak dominantly in Bataknise and Indonesia than English.
2. Student are less vocabulary in memory.
3. Sudents are shy and afraid to speak English.
4. Students seldom speak English in their daily conversation.
5. Students just study English twice a week.

C. The Limitation of the Problem

Here the researcher limits the problem of the research like " the ability of the XI grade students of SMA swasta Nurul Ilmi Padangsidimpuan in speaking on the topic suggestion expessions especially in asking for suggestion, giving suggestion and responding suggestion.".

---

[5] Suyono as an English Teacher in class 11 , *Private Interview,* (SMA Swasta Nurul Ilmi Padangsidimpuan: Desember 22nd, 2018at. 11.30 a.m).

D. The Definition of Key Terms

To avoid the vagueness and misunderstanding between the researcher and reader, the researcher wants to introduce the key term, they are:

1. Students' speaking ability

Student is a person who does learn on the grade of elementary, junior high school, senior high school, and also at university or college not only on the formal school but also in the informal school. Speaking is the process of building and sharing meaning though in verbal and symbol of varieties in context. Ability is the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional, or legal, capacity, skill or competence in doing, sufficiency of strength, skill, resources, in the plural, faculty, talent.

Based on the defenition above the researcher conclude that students'speaking ability is a potential or capacity and power in spoken language of student at grade XI SMA Swasta Nurul Ilmi Padangsidimpuan.

2. Suggestions

Suggestion means introduce or propose an idea or a plan for consideration, propose plan it can be accepted or refused. The

suggestion can be in form of solution, advice, plan or an idea. For example:

Fiah   : I want to mail a package

Meri   : You should go to the post office

Fiah   : Ok, that's a good idea, thank you for your suggest

Meri   : You are welcome.

E. The Formulation of The Problem

In conducting the research, researcher describes the formulation of the problems as follow. "How is the ability of the XI grade students' SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking on the Topic Suggestion Expression"?

F. The Objectives of the Researcher

Based on the formulation of the problem above, the researcher made the objectives the research is to know how far the ability of the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in speaking on the topic suggestion expressions.

G. The Significance of the Research

This research can give significance primarily for the headmaster, English tacher , students and other researcher.

1. Headmaster, to encourage English teacher in using suggestions expressions at grade XI SMA Swasta Nurul Ilmi Padangsidimpuan.

2. English teachers, to add references in teaching and learning English.

3. Students, it can help their English speaking in teaching and learning.

4. Other resesrchers, as the information to do more related research.

H. The Systematic of the Research

The systematic of this research described into five chapter. Each chapter cosist of many sub chapters with detail as follow:

Chapter one consists of introduction, they are :Background of the Problem, Identification of the Problem, The Limitation of the Problem, The Definition of Key Terms, The Formulation of The Problem, The objectives of the Researcher, The Significance of the Research, Systematic of the Research. Chapter two consists of Theoritical Description which explained the Theoritical Review, Related Findings and Conceptual Framework. Chapter three consists of Methodology of the Research, Place and Time of the Research, the Instrument of Collecting Data and The Technique of Analysis Data, Testing of Hypothesis. In chapter four consists of Result of the Research, Testing of Hypothesis, Discussion, The Treats of the Research. In chapter five consists of Conclusion and Suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Theoretical Review

1. Description of students' speaking ability

    Student is a person who is studying at a university or other place or higher education. A student is a person who is studying at a collage or university, person studying at secondary school. [1] According to Hornby student is a person who is studying at college of university, person studying at secondary school, any person interested in a particular subject. [2] Based on those definition the researcher concludes that the student is the component or person who learns on the elementary, junior and senior high school wheter it is for formal education or informal education. It means here at grade XI SMA Swasta Nurul Ilmi Padangsidimpuan.

    Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. [3] Speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover,

---

[1] Martin Hewings, *Advanced Grammar in Use* (Jakarta: Erlangga, 2001), P.429.
[2] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University, 1995), p.1187.,
[3] Rian Wulandari, "Improving Students' Speaking Ability Through Communicative Language Games at SMP 1 Prambanan Grade VIII" (Yogyakarta State University, 2014), P.7.

speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.[4] Speaking is an interactive process of communication that connect ideas between speaker and interloclator with a certain purpose.[5]

Based on the defenition above the researcher conclude that speaking is being able to speak which puts more emphasis on interaction, communication and understanding each other.There are five elements of speaking, they are:

a. Pronunciation, (including the segmental features–vowels and consonants and the stress and intonation patterns).As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar, it is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar

---

[4] Sari Irianti, "Using Role Play in Improving Students' Speaking Ability" (Syarif Hidayatulloh State Islamic niversity, 2011), http://repository.uinjkt.ac.id/dspace/bitstream/123456789/330/1/sari irianti- FTIK .pdfhttp://repository.uinjkt.ac.id/dspace/bitstream/123456789/330/1sari irianti- FTIK.pdf.

[5]Iskandar Abdul Samad, Ahmad Bustari, and Diana Ahmad, "The Use of Podcasts in Improving Students ' Speaking Skill" 3, no. 2 (2017): P.99, ejurnal.radenintan.ac.id/index.php.ENGEDU/article/...879.

and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary.   vocabulary is a basic element in language. Vocabulary is a single word, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency. In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al,fluency can be thought of as 'the ability to keep going when speaking pontaneously'.When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension. The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.[6]

---

[6]Irianti, "Using Role Play in Improving Students' Speaking Ability."

There are some basic types of speaking, they are:

a) *Imitative.* At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral pruduction, anumber of prosodic, lexical, and grammatical properties of language maybe inculuded in the criterion performace. We are interested only in what is traditionally labelled "pronunciation" no inferences are made about the test- taker's ability to undrstand or convey meaning or to participate in an interactive conversation. The only role of listening here is on the short- term storage of a propmt, just long enough to allow the speaker to retain the short stertch of language that must be imitated.

b) *Intensive.* A second type of speaking frequently employed in assesment context is the production of short stretches of oral langauage designed to demonstrate competence in a narrow band of grammatical, pharasal, lexical, or phonological relathionships (such as saprosodic elements- intonation, sterss, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment task include directed response tasks, reading aloud,sentence and dialogue completion, limited

picture-cued tasks, including simple sequence, and translation up to the simple sentence level.

c) *Responsive.* Responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-upnquestions or retorts:

A. Syaro : Excuse me, do you have the time?

   Iflah : Yeah. Nine-fifteen

B. Risna : What is the most urgent enviromental problem today?

   Melisa : I would say massive deforestation.

C. Wiwin : Hey, El, how's it going on?

   Elisa : Not bad, and yourself?

   Wiwin : I'm good

   Elisa : Cool, Okay, gotta go.

d) *Interactive.* The difference between responsive and interactive speaking is in the lengt and complexity of the interaction, which sometimes includes multiple exchages and/ or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specipic information, or interpersonal exchanges, which have the purpose

of maintaining social relationships. (in the three dialogues cited above, A and B were transactional and C was interpersonal). In interpersonal exchages, oral production can become pragnmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e) *Extensive (monologue).* Extensive oral production tasks include speeches, oral persentations, and story telling, during which the opportunity for oral interaction from listeneris either highly limited (perhaps to nonverbal responses) or rule out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot af a novel or movie).[7]

There are some factors that can make speaking difficulties. They are:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redudancy

The speaker has an opportunity to make meaning clearer through the redudancy of language. Learners can capitalize on this feature of spoken language.

---

[7] H. Douglas Brown, *Language Assessment Principlesand Practices* (New York: Pearson Education, 2004), P.141-142.

3) Reduced forms

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. For example, in English oue " thngking time"is not silent, but rather insert certain "fillers": uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and non native speakers of a language is in their hesitation phenomena

5) Colloquial Language

Make sure the students are reasonably well acquainted with the words and idioms and pharasesof colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your taks is in teaching spoken English to help learners to achieve an acceptable speed along with other atributes of fluency.

7) Sterss,rhytm, and intonation

This is the most important characteristic of English pronunciation. The steress- timed rhytm of spoken English and it's intonation patterns convey mportant messages.

8) Interaction

As notes in the previous section. Learning to produce waves of language in a vacuum-without interlocutors - would rob speaking skill of it's richest component: the creativity of conversational negotiation.[8]

A few language experts have attempted to categorize the function of speaking in human communication. According to Brown and Yule, as quoted by Richards " The function of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches." Below are the explanations of the speaking functions:

a. Talk as interaction

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of

---

[8]H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2004).

verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others. So, the primary intention in this function is social relationship.

According to Richards, some of the skills involved in using talk as interaction are.
   a) Opening and closing conversation
   b) Making small talk
   c) Recounting personal incidents and experiences
   d) Turn taking
   e) Interrupting
   f) Reacting to others[9]

b. Talk as transaction

In transactional discourse, speaking is more focus on delivering the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than listener oriented in this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussion, teachers' classroom instructions, and problem solving activities. Richard also mentioned some of the skills involved in using talks transactions, they are:
   a) Explaining a need or intention
   b) Describing something
   c) Confirming information
   d) Justifying an opinion
   e) Making suggestion
   f) Clarrifying understanding
   g) Making comparisons[10]

c. Talk as performance

In this case, speaking activities are more focus on monologue rather than dialogue, speaking as performance can be seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving lecture.

In conclusion there are three function of speaking include talk as interaction, talk as transaction, and talk as performance. Those are kinds has different function each other.

---

[9] Jack C.Richards, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001), P.205.
[10] Jack C.Richards, *Curriculum Development in Language Teaching*.

In Oxford stated that ability is level of skill or intelligence.

There are many level of ability, this is 10 mental ability, they are:

Table 1

The 10 mental abilities'[11]

Mental ability	Description
1) Flexibility and speed of closure	The ability to hold in mind a particular visual configuration
2) Fluency	The ability to produce words, ideas, and verbal expression
3) Inductive reasoning	The ability to form and test hypothesis directed at finding relationships.
4) Associative Memory	The ability to remember bits of unrelated material and to recall.
5) Span Memory	Theability to recall perfectly for immediate reproduction a set as of item after only one presentationof the series.
6) Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7) Perceptual speed	Speed in findings figures, making comparisons, and carrying out simple task involving visual perception.
8) Deductive reasoning	The ability to reason from stated premiers to their necessary conclusion.
9) Spatial orientation and visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10) Verbal comprehension	Knowledge of words and their meaning as well asthe application of knowledge.

Based on those defenition above the researcher conclude

that students' speaking ability is the potential or skill in speaking of

students XI SMA Swasta Nurul Ilmi Padangsidimpuan

2. Suggestion Expresssions

      Suggestion is an idea, plan, or action, that is suggested or

the act of suggesting it. Fitriyani said that suggestion is say or write

---

[11]Gibson, *Organization Behaviour Structure Processes* (Singapore: Macgrow Hill Companies, 2004), P.24.

ideas about what people should do.[12] Suggestion is an idea or planput forward for consideration.[13] Suggestions are ideas, plans or actions that are suggested or the act of suggesting it that someone should think about. The purpose of suggestion:

a. To introduce or propose an idea or a plan for consideration. It can be accepted or refused

b. To inform solution, advice, plan, and idea

c. To help someone who needs any suggestion or advice by giving our personal idea and opinion in our daily life.[14]

Table 2
The form of Suggestions Expressions

The form	

Formal situation	S + Modal (should, ought to, could, might, suggest that, etc) + V + complement
	Exampel : I suggest that we call it today
	           You could go home tonight
	           We should eat dinner at home tonight.
	           You ought to obey the speed limit
	           We had better stop at the next service station

Informal situation	WH : WH question
	Example : What about going to the cinema tonight?
	           How about playing cards?
	           Why don't we travel to the some places next week?[15]

---

[12]Fitriyani, "Expressing Offer and Suggestion," 2017.

[13]Nina Nurhilma, "Expression of Asking, Giving, Refusing, Accepting Suggestion/ Recomendation," n.d. https://englishclass.com. Asking and giving suggestion expressions.

[14] Nurhilma.

[15] Betty Schrampfer Azar, *Understanding and Using English Grammar*, Third edit (Washington: United States of America, 2006), P.160.

How to express suggestions?[16]

```
┌─────────────────┐                    ┌──────────────────────────────────────────┐
│                 │                    │         Asking for Suggestion              │
│                 │                    │                                            │
│                 │                    │ Example: Can you tell me what shoul I do?  │
│                 │                    └──────────────────────────────────────────┘
│ Expression of   │                    ┌──────────────────────────────────────────┐
│ Suggestion      │────────────────────│         Giving Suggestion                  │
│                 │                    │                                            │
│                 │                    │ Example: You should read this novel        │
└─────────────────┘                    └──────────────────────────────────────────┘

                        ┌─────────────────┐
                        │ Responding      │
                        │ Suggestion      │
                        └─────────────────┘

┌──────────────────────────┐          ┌──────────────────────────┐
│ Accepting Suggestion     │          │ Refusing Suggestion      │
│                          │          │                          │
│ Example:                 │          │ Example:                 │
│                          │          │                          │
│ Yes, I'd like / love to  │          │ No, let's not            │
└──────────────────────────┘          └──────────────────────────┘
```
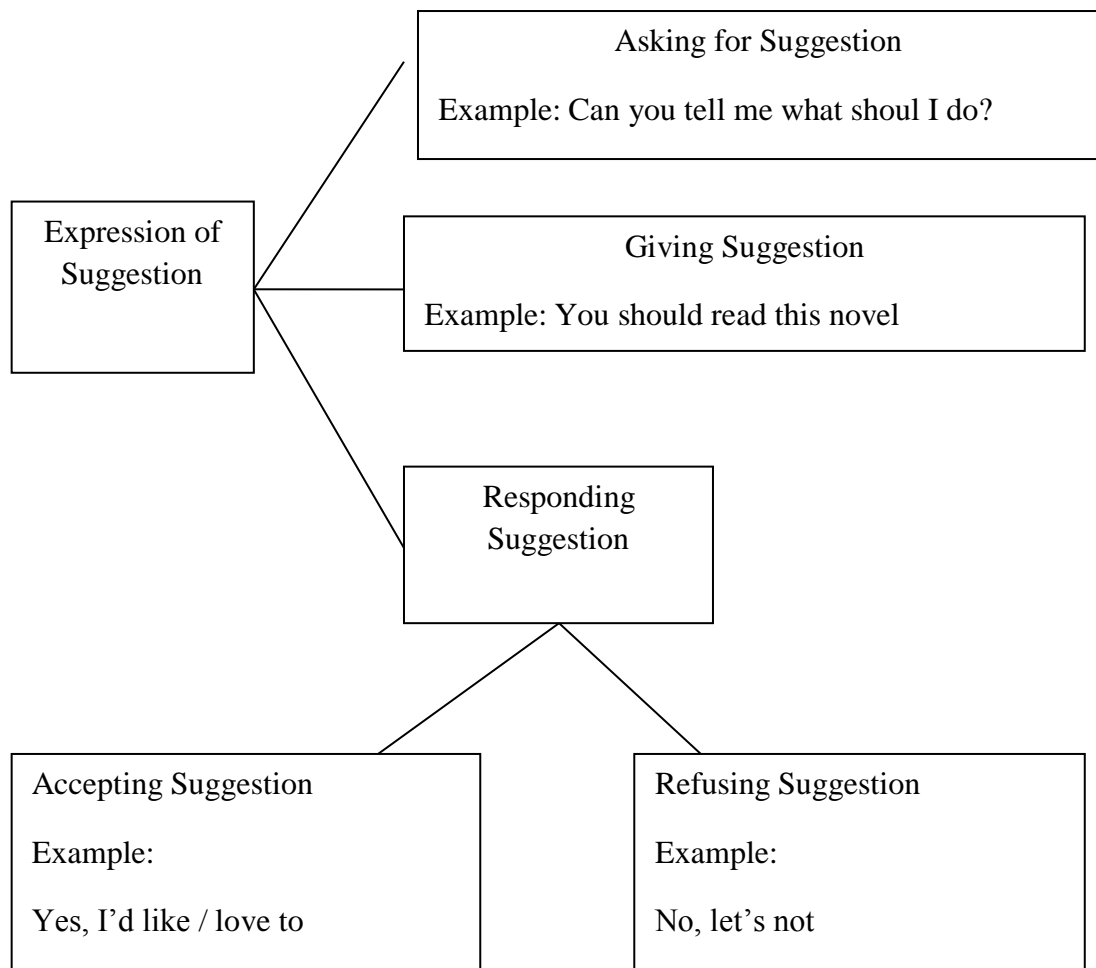
Example:

a) Do you have any suggestions for me?

b) Would you mind giving me your suggestion?

c) Can you tell me what should I do?

d) What should I/ we do?

e) Has anybody got any ideas?

f) I've got a bad toothache. Whatdo you suggest?

---

[16]Nurhilma, "Expression of Asking, Giving, Refusing, Accepting Suggestion/ Recomendation."

g) What I ought to do?

h) Do you have any suggestion for me?

2) Giving Sugestion

a) You should + V_1

b) You had better + V_1

c) You ought to + V_1

d) I suggest you to + V_1

e) How about + V-ing

f) Let's + V_1

g) What about + Ving

h) I'd like to suggest that V_1

i) Why don't you / we + V_1

j) What if....

k) Would you be so kind enough + to + V_1

l) I would be very grateful if you would + V_1

1. Giving Suggestion with " Let's"

Let's come from the word let us, Which means " I have a suggestion for us". Example :

Case   : I am bored

Suggestion   : Let's go to the movie

Let's not go to the beach. Let's stay at home instead

2. Giving suggestion with "could"

Could can be used to give suggestion to others. For example:

Case   : What should we do tomorrow?

Suggestion   : We could go on picnic

                   We could go to Mia's party

Could can be used to give offer or possibility to others. For example:

Case   : I am having trouble in math class

Suggestion   : You could talk your teacher

                   You could ask Mahrani to help you with

                   your math lesson

3. Giving suggestion with " why don't we"

    Why don't we is the most important phrase in English to provide suggestion friedly. For example:

    Why don't we go to the movie?

    Why don't you come around eight?

4. Giving suggestion with " had better"

    Had better is used bad / dangerous situation. For example:

    You'd better read this English book

5. Giving suggestion with "Would you be so kind enough"

    For example : Would you be so kind enough to go with we?

                    Would you be so kind enough to help me?

6. Giving suggestion with "I would be very grateful if you would..."

    For example :

    I would be very grateful if you would come to my party

    I would be very grateful if you would help me to finish this task

I would be grateful if you would be here.

3) Accepting suggestion

Accepting suggestion means to wilingly take, receive or agree to an object or idea. In the expression of accepting suggestion usually have the word "agree" . There are some express that can use in accepting suggestion:

a) Yes, I'd like / love to

b) That sounds like a good idea

c) I'll do / try that

d) Why didn't I think of that

e) Ok. Yes, let's

f) What a good idea!

g) Why not

h) Yes, with pleasure.

i) Sure

j) That's a good/ nice/ wonderful idea

4) Refusing suggestion

Refusing is to say or show that you are not willing to do something that someone wantts you to do. There are some express that can use in refusing suggestion:

a) No, let's not

b) No, I'd rather not

c) I don't feel like it

d) I dislike your suggestion

e) What an awful/ bad idea!

f) I don't think it's a good idea. Sorry

g) Sorry. That's boring. Let's do something else.

h) It's a bad idea

i) No, let's not. Let's...

j) I am afraid, we/ I can't...

k) No, I don't think so.

l) I tried that, but...

m) Thanks, but that won't work/ help because...

n) Sorry, I think I will...

o) Sorry, I can't

p) I don't want to/ can't do that because...

Example in Practicing

Formal situation

Dialogue 1

Umar   : Mr.S, my classmates and I would like to make a suggestion

Mr. S   : Yes, what about?

Umar   : We wonder if it is possible

               to make a change to the time table for the English lesson

Mr.S   : Well, I wouldn't mind changing it as long as

               it doesn't conflict with my teaching hoursfor other classes.

               What days and time do you suggest?

Umar : We suggest Monday and Wednesday instead of Monday and Tuesday and we prefer the first periode in the morning (Cheking his notes). Let's me see... Yes I am free on those days

Umar : So,you agree , Sir?

Mr.S : Yes, agree.

The first peroidse are always the best forany subject, don't you think?

Umar : Yes, Sir. Everybody will still be fresh then.

Thank you very much, Sir

Dialogue 2

Puja : Good morning Silvi. Are you busy?

Silvi : Not quite busy for the moment. Can I help you?

Puja : Yes. I have problem with my homework.

Silvi : Sit down Puja. What homework is it?

Puja : I can't solve some of the English questions

that my teacher already given to me.

Silvi : What number you can't answer it?

Puja : It is question number 2.

It is about the using of to-be between was and were

Silvi : Let me take a look

Puja : Excuse me, here is it

Silvi : Hmm, let see.

The subjects in the question are Winda and Wirda. How

many people do you think is it?

Puja   : It is two people Silvi

Silvi   : When there more than one subjects,

you should use were in the simple present tense. Is it clear

enough for you?

Puja   : Yes, Silvi, I know it now. Thank you for your help

Silvi   : You may leave office now.

However, you should study again at home

Puja   : Yes, Silvi I will. Good afternoon.

Dialogue 3

Ciya   : Oooh no

Yamar   : What is it? Are you Okay?

Ciya   : I think I have broken Mr. Mahlil's printer

Yamar   : How could it be?

Ciya   : I want to print my reports, but when I plugged the printer's

cable, it wold not turn on

Yamar   : Let me see it (chek the printer). I think you plugged it wrong

Ciya   : What should I do now?

Yamar   : You ought to admit that you have broken

the printer and tell Mr. Mahlil

Ciya   : But I am scared of him

Yamar   : Don't be scared of making mistake.

I am sure Mr. Mahlil will for give if you apology to him and

admit your mistake

Ciya   : Umm, okay Yamar will speak with Mr. Mahlil.

Do you know wher he is?

Yamar   : He is taking a day of today.You might him a call

Ciya   : Do you have a number?

Yamar   : Yes, here it is

Ciya   : Thank you, Yamar.

I would also come to his house this evening

Yamar   : That is good for you. Now let's get back to work

Ciya   : You are right Yamar.

Informal situation

Dialogue 1

Sukri   : Why don't we get a new motorbike?

Wildan   : What? You mean sell my motorbike? Never!

Sukri   : It's old aready. You bought it before we met

Wildan   : Yes, but it's a very good motorbike.

I never have any trouble with it

Sukri   : You had some trouble with it only last week. Remember?

Wildan   : It always starts first time

(He begins to start it's but it doesn't work)

Sukri   : You see. I suggest that you sell it and buy a new one.

Wildan   : But I don' t have enough money

Sukri   : Why don't you use our savings?

Wildan   : Of course, You didn't know that?[17]

Dialogue 2

Rofi   : Have you got the articles about enviroment?

Marisa   : No, I haven't . There is no newspaper at home.

             My father doesn't read the newspaper in the morning

Rofi   : How can you complete your task tomorrow?

Marisa   : I don't know, I have gone to the market but in the road.

             It was raining hard so I turn back at home. Do you have an

             idea to solve this problem?

Rofi   : How about if we go to my uncle's home,

             he is a newspaper   sender

Marisa   : It is a good idea, isn't it?

Rofi   : We have toget there at 4p.m.

             He will get home after 3 p.m everyday inthe afternoon.

Marisa   : You have to remember me, I am afraid I forget it.

Rofi   : Yes , I will

Dialogue 3

Napra   : Hey Jogi, Do you have a free time this week?

Jogina   : Hmm, let me think for a while.

             I think I am free this week. What's up Napra

Napra   : Yeah actually I want to invite yo to go to the new bookstore

---

[17]Nurholis, *Let's Speak English*, 1st ed. (Bandung: Pustaka Setia, 2010), P. 158-160.

Jogina   : I am sorry Napra. I am not interested to go there.

          The bookstore is new and I think there will be many people.

Napra   : Yeah I think so.

          Do you have any suggestion about anther place?

Jogi   : Yes, I do. Would you like to go to the cinema?

          I heard that is a new movie.

Napra   : Good idea. What movie is it?

Jogina   : A comedy entitled " Jangkrik Bos"

Napra   : I am sorry. I don't like a comedy movie.

Jogina   : That's okay. What do you think we should watch?

Napra   : How about action movie?

Jogina   : Nice idea. I like that kind of movies

Napra   : Alright Jogi,

          I think it is better for us to watch action movie because we

          both like it.

Jogina   : Of course Napra. See you on the weekend

Napra   : See you Jogi.

B. The Review Related Finding

The researcher needs to make a discussion between researcher own research and other researchers in order to complete this study. This also becomes a way to create a good comparison with other sources. The re researcher four other researcher relatd to this research they come from:

The first, Maria, Eni Rosnija and Urai Salam. It can be concluded that using role play technique can improve students' speaking ability in using expressions for asking, giving and refusing that can be seen from their score at the first cycle was low (mean score was 54,075). In the second cyclebecome 63, 075. Then, in the third cycle mean score showed improvement become 70,40.[18]

The second, Asramadhani and Sri Murni, the conclusion is that by using role play technique can improve the students's speaking skill in expressing offering. That can be seen from their score at the first cycle the mean score was 59,5 the second cycle was 69,4 and the third cycle the mean score was 77,7.[19]

The third, Rian Wulandari. It can be concluded that the use of the communicative language games is effective to improve students' ability. The games are accompanied with other actions such as using classroom English, appliying varied themes, using adequate media, doing language from activities, giving feedback, giving rewards, doing group works and rearranging the students seating arrangement. The indicators of the success of the implementation are that: (1) the students are more active in the speaking activities than they were; (2) the students are more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English improve. Furthermore, the findings are also

---

[18] Urai Salam Maria, Eni Rosnija, "Improving Students' Speaking Ability in Using Expressions for Asking, Giving, and Refusing Opinion Through Role- Play Technique" 11 (2017): P.1, http://jurnal.untan.ac.id/index.php/jpdpb/article/view/8051.

[19] Sri Minda Asramadhani Murni, "Improving Students ' Speaking Skill in Expressing Offering" (n.d.), P.1, http://journals.ums.ac.id/index.php/humaniora/article/viewFile/753/484.

supported by the means of the students' speaking score which have increased from 2.1and 2.2 in the pre-test to 3.3a nd 3.4 in the post-test.[20]

The last, Mukminatus Zuhriyah. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Story telling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skill.[21]

Based on those other research above the researcher concluded that students speaking ability in suggestion expression could be categorized into high category with mean score 73,75. The indicator of this research are fluency, pronunciation, accuracy, grammar, content and expressions.

C. Hypothesis

Based on the background of the problems, the hypothesis of this resercah is the students ability in speaking on the topic suggestion expressions at XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan was enough ability.

D. Conceptual Framework

Understanding English is very important in this globalization era because English is one of the human language in the world that has important role in communication. It has become international language and

---

[20] Wulandari, "Improving Students' Speaking Ability Through Communicative Language Games at SMP 1 Prambanan Grade VIII."

[21] Mukminatus Zuhriyah, "Storytelling to Improve Students ' Speaking Skill," *English Education Journal* 10, no. 1 (2017): 119–34.

almost practice in every aspect of human life such as: education, society, politics, economics and culture. Fundamentally, Indonesia's curriculum said there are four language skills that should be mastered by the students; they are listening, speaking, reading, writing.

Mastering English is one of the ways to improve or expand the knowledge especially in making communication with other people. Speaking is the most important in communication but there are many factors which make difficult for students to be able to speak English. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because lack of motivation and attention about the important of speaking. Students are seldom to practice the second language in daily conversation. They are also shy and afraid to take part in the conversation. Therefor the researcher conducted a research to present about the ability of the XI grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in spekaing on the topic suggestion expressions.

CHAPTER III

RESEARCH AND METHODOLOGY

A. The Place and Time of the Research

This research had done at SMA Swasta Nurul Ilmi Padangsidimpuan. SMA Swasta Nurul Ilmi Padangsidimpuan is one of Senior High School. It is located on BM. Muda Street number 5 Silandit Padangsidimpuan, North Sumatera. This research has done in 12- 14 September 2019.

B. The Kinds of Research

The kind of this research is quantitative research and the method of the research was descriptive method. In this research, the descriptive method is used to describe the students' ability in using suggestion expression at grade XI SMA Swasta Nurul Ilmi Padangsidimpuan.

C. The Population and Sample

1. Population

The population of the research is all the grade XI SMA sudents Nurul Ilmi Padangsidimpuan. According to Ott and Longneeker that, "Population is the set of all measurements of interest to the sample collector".[1]

---

[1] L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application* (America: Prentice Hall, 1992).

Table 3
The population of grade XI SMA Swasta Nurul Ilmi
Padangsidimpuan

No	Class	Number of students
1	XI Pa 1	36
2	XI Pa 2	35
3	XI Pi 1	26
4	XI Pi 2	29
5	XI Pi 3	27
6	XI Pi 4	27
7	Total	180

2. Sample

An important characteristic of inferential statistics is the process of going from the part to the whole. For example, you might study a randomly selected group of 500 students attending a university in order to make generalizations about the entire student body of that universty. Then the small group that is observed is called a sampel. Sample is a portion of a population[2]. In this research, the researcher takes 10% - 15% of populaion as sample, being the subject is more than 100.Them sample is taken by using random sampling technique. It is a technique use when the population has not opportunities to

---

[2]Donald Ary lucy cheser Jacobs Chris Sorensen, *Introduction to Research in Education*, 8th ed. (WADSWORTh CENGAGE Learning, 2010), P.147, Agr.Oth.Lib12.m

choose as sample of research and it is also include in non probability sampling. The sample of this research is the students at grade XI SMA Nurul Ilmi Padangsidimpuan (XI Pi 3 and XI Pi 4). So, the total of sample of this research are 54 students.

D. Instrumen of Collecting Data

Instrument is very important to support every research. Instrument of research is a technique or instrument used to collect the data. The data was made with procedures. The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher will prepare the available instrument. In collecting the data the researcher used oral   test with kind of assessment   is responsive spaking (conversation).

1. Test (oral test)

Test are valuable measuring instrument for educational research. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representationtive sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The researcher used oral test with responsive spekaing assesement (conversation performance) in doing the test. Assesment of responsive speaking involved brief interactions with an interlocutor.[3] indicators of speaking test as the table below.[4]

Table 4
The Indicator of Speaking

Aspect	Explanation	Score
Fluency	• Fluent no mistake in the ways in saying the sentence • If there are 5 pausing time maximum • If there are more than 5 pausing time • If there are some stop occur while saying the sentences	4 3 2 1
Pronunciation	• Easy to be understood and having accent like Received Pronunciation • Easy to be understood although like certain accent • There are some mistakes in pronouncing the words so that the listener must really concentrate • Cannot be understood because too much mistakes in pronouncing the words	4 3 2 1

---

[3] H. Douglas Brown, *Language Assessment Prinviples and Classroom Practices* (San Fransisco: United States of Americe, 2004), P.159.

[4] Kementerian Pendidikan dan Kebudayaan Republlik Indonesia 2014, *Buku Guru Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2014).

Accuracy	• If there is no mistake • If there are 5 sentences mistakes maximum • If there are more than 5 sentences mistakes • If the sentence doesn't make sense	4 3 2 1
Grammar	• Few errors, with no patterns or failure Grammar almost entirely inacucurate pharases • Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. • Frequent errors showingsome major	4 3 2

	patterns uncontrolled and causing occasional irritation and misunderstanding.	
	• Constant errors showingcntrol of very major patterns and frequently preventing communication.	1
Content & Expression	• If the expressions match with the sentences	4
	• If the expressions do not really match with the sentences	3
	• If the expression doesn't match with the sentences	2
	• If there is no expression	1
Maximal Score = 20 × 5 = 100		

E. Tecnique of the Data Collection

Collecting data is very important in conducting a research because it has the important function in a research. Collecting data is this research is through testing. The test will be performed to get

students' speaking ability in using suggestion expression. The process explained as follows:

1. Giving test

    a. The researcher given ice breaking for students before doing the test to to make they are more spirit in doing the test then who students dit the wrong ice breaking she will be tested first.

    b. The researcher given a script of short talk for students

    c. The researcher given chance or time for students to read it first

    d. The researcher asked students to prepare themselves to be tested

    e. The researcher given score for each performance of students.

F. **The Technique Of Data Analysis**

After doing collecting the data, the reseaercher analyzed the result of the test with the calculation. The researcher counted the answer of the students' answer then classified it based on their score and the average scoreofthe students are interperetsin descriptive data. After the researcher got the data,it would be entered in frequency table with the formula as follow:

1. To know the range of the data, the formulation is:

Range = High score − Low score

2. To know the total of classes (BK), with the formula:

   $1 + 3,3 \log n$

3. To know the interval (i) used the formula:

   $$I = \frac{R}{BK}$$

4. To know the Mean score, with the formula:

   $$M = \frac{\sum Fx}{n}$$

5. To know the Median score, with formula:

   $$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

6. To know the modus , with formula:

   $$Mo = b + p \left(\frac{b1}{b1+b2} \right)$$

7. Description of the data, it is done to describe or interpretation of data that have been collected systematically.

8. After calculating and scoring the students' answer test, then the students's score were interpretation consulted into the criteria on the table below:

Table 5
The classification quality of the student's score

No	Percentage	Criteria
1	0% - 20 %	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80 %	High

5	81% - 100%	Very High

After the researcher found the mean soreao all students, it will consult to the criteria as following:

1) If the value of means score 0-20, it can be categorized into very low ability.

2) If the value of mean scores $21 - 40$, it can be categorized into low ability.

3) If the value of mean scores 41- 60, it can be categorized into enough ability

4) If the value of mean sores 61- 80, it can be categorized into high ability

5) If the value of mean scores, $80 - 100$, it can be categorized into very high ability.

G. **Testing of Hypothesis**

To prove the ability of the XI grade student of SMA Swasta Nurul Ilmi Padangsidimpuan in speaking mastery on the topic suggestion expressions the researcher use the formula as folllow:

Normality $= X^2$ count $= \left(\frac{foi - fei}{fei} \right)$

Calculation Z_{test}, $Z = \dfrac{\frac{x}{n} - p}{\frac{\sqrt{p(1-p)}}{n}}$

Explanation:

x = Data that includes hypothesis categories

n = All the data

P   = Hypothesis proportion.[5]

Calculation $Z_{\text{table v}}$

$$Z_{\text{table}} = \frac{1}{2} - a$$

a   = 0,05.

---

[5]Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulia, 2014), P.80.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research result, in order to know the ability of the eleventh grade students of SMA Swasta Nurul Ilmi Padangsidimpuan in speaking on the topic suggestion expressions. The researcher has calculated the data using oral test with kind of assessment is responsive speaking (conversation). (See Appendix I). Then, the researcher continued to the testing hypothesis. It would be descibed as follow:

A. The Description of the Data

1. Students'Ability in Speaking Mastery on the Topic Suggestion Expressions

This research was done by XI pi 3 and XI pi 4 grade students of SMA Swasta Nurul Ilmi Padandsidimpuan. The researcher used test as an instrument to collect the data that is consist of five indicators, they are: grammar,fluency, pronunciation, accuracy, content and expressions. In doing the test the researcher has some steps they were: the first the researcher given a script of short talk conversation, the second the researcher given chance or time for the students to read the test first, the third the researcher asked the students to prepare themselves to be tested, the forth the researcher asked the students to performance (as long as five minutes) and the last the researcher given score for each performance of students. From the result of students score it could be known that the

score of the students was 40 up to 99. It means that the highest score got by students were 99 and the lowest score was 40.

It was known that the highest score of variable speaking on the topic suggestion expressions had been searched by 54 students based on the total of sample research were 99 and the lowest score 40, mean score 73, 75, median score 72,35, total of class BK was 6.7, interval was 10 and modus score was 66,42. Based on the calculating mean score above that mean score was 73,75. It means 73,75 score could categorized into high category. So the ability of the elevent grade students in speaking on the topic suggestion expressions was high category. (See Appendix 6).

To evaluate students' ability in speaking on the topic suggestion expressions in SMA Swasta Nurul Ilmi Padangsidimpuan the researcher has calculated the data by using statistic count. Next the researcher described the data as follow:

Table 6

The Resume of Variable of Speaking on the Topic Suggestion
Expressions

No	Statistic	Variable
1	High score	99
2	Low score	40
3	Range	59
4	Mean score	73,75
5	Median	72,35
6	BK	6,7
7	Interval	10
8	Modus	66,42

From the table above, it was known the highest score of variable speaking on the topic suggestion expressions had been searched by 54 students based on the total sample of research were the highest score 99 and the lowest score 40. Mean score know by using formula $X = \frac{\sum Fi.Xi}{\sum fi}$

$= \frac{3983}{54}$ = 73,75. Median score know by using $Me = b + p \left(\frac{\frac{1}{2}n-F}{f} \right) =$

72,35 and modus score know by using $Mo = b + p \left(\frac{b1}{b1+b2} \right)$ = 66,42. Based on the calculation the data it was know that the mean score was 73,75 that could be categorized into high ability. (See Appendix 6).

Then, the researcher computed students' score into frequency distribution. It could be known there were 4 students (7,40%) have 40 up to 49 score, there were 5 students (9,25%) have 50 up to 59 score, 14

students (25,92%) have 60 up to 69), 10 students (18,52%) have 70 up to 79, 10 students (18,51%) have 80 up to 89, 11 students (10,37%) have 90 up to 99. (See Appendix III). Next the researcher described the data as follow:

Table 7

The frequency distribution in speaking on the topic suggestion expressions

Interval Class	Frequency	Percentage
40-49	4	7,40 %
50-59	5	9,25%
60-69	14	25,92%
70-79	10	18,51%
80-89	10	18,51%
90-99	11	20,37%
i = 10	**54**	**100%**

In continuation the distribution data, the researcher descibed the numbers into followed histogram:
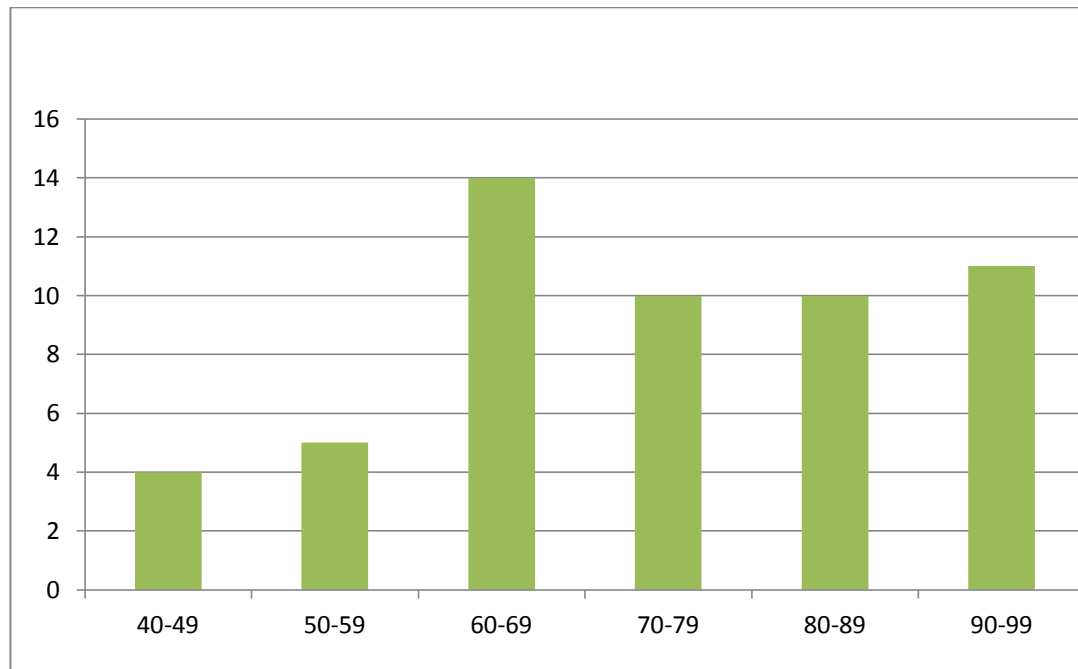
Graph 1: The histogram of the eleventh grade students in SMA Swasta Nurul Ilmi   Padangsidimpuan in speaking on the topic suggestion expressions.

Based on the histogram above, it was known that the variable revelation of speaking on the topic suggestion expressions shown that the respondent in 40-49 score were 4 students (that could be categorized into low criteria),   50-59 were 5 students (that could be categorized into enough criteria), 60-69 were 14 students (that could be categorized into high criteria), 70-79 were 10 students (that could be categorized into high criteria), 80-89 were 10 students (that could be categorized into very high criteria), 90-99 were 11 students (that could be categorized into very high

criteria) .So it can be concluded that the highest frequency were 14 in 60

up to 69 score. (See Appendix V)

Table 8
Criteria Score Interpretation

No	Percentage	Criteria
1	0% - 20 %	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80 %	High
5	81% - 100%	Very high

Based on the criteria above , the cumulative score was 73,75%. So,

it could be could be categorized that the abilty of the eleventh grade

students in SMA Swasta Nurul Ilmi Padangsidimpuan in speaking on the

topic suggestion expressions in 2019 academic year was high category.

B. Testing of Hypothesis

The hypothesis of this researh is was enough category but after doing the

research and prove the hypothesis " The ability of the XI grade students of

SMA Swasta Nurul Ilmi Padangsidimpuan in speaking on the topic suggestion

expressions were high ability. Based on the collection the data, the data has

been analyzed to prove hypothesis by using formula of normality test and $Z_{test,}$

it can be seen as follow:

$$\text{Normality} = X^2 \text{ count } = \left(\frac{foi - fei}{fei}\right)^2$$

= 326,07 + 453,01 + 3509,96 + (-12520, 00) + (-1828,37) + 1265,32

= - 8794,01

$X^2_{table} = 7,815$

If $X^2 count < X^2_{table}$ = data is normal distribution (See Appendix 7)

Calculation Z_{test}

Calculation Z_{test}, $\quad Z = \dfrac{\frac{x}{n}-p}{\frac{\sqrt{p\,(1-p)}}{n}}$

Explanation:

x = Data that includes hypothesis categories

n = All the data

P = Hypothesis proportion.[1]

Calculation Z_{table}

$Z \frac{1}{2} - a = Z_{tsble}$

a = 0,05.

$Z\frac{1}{2} - 0,05 = Z_{table}$

0,45 = Z_{table}

$Z = Z_{table}$

---

[1]Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana ?Mulia, 2014), P.80.

$$0,45 = 0,37$$

After doing this research based on the test, the researcher hypotesis was proved by calculation Z_{test} which the researcher has done. The result calculation were $Z_{count} = -4$ was smaller than $Z_{table} = 0, 37$ ($Z_{count} = -4 < Z_{table}$ $0,37$) by level significant $0,05$. So from the result the researcher conclude that hypothesis unaccepted. (See Appendix 8)

C. Discussion

In this research, after analyzing collecting data had been conducted with test, the researcher had gotten that the students' abilty in speaking on the topic suggestion expressions were categorized into high category or 73,75 score . It was gotten from the result of students' mean score in doing the test by oral test with responsive assesment (conversation). Some of the students ' problem in speaking on the topic suggestion expressions, it can be seen there are many students that wrong in pronunciation, grammar, fluency, accuracy,content and expressions that can be seen from the score some of the students that have 40 up to 49 in the lowest score. On the other hand, they shy and afraid to practice English in their daily activity. Therefore the researcher conducted a research to find out and explain the ability of students in speaking on the topic suggestion expressions at the eleventh grade in SMA Swasta Nurul Ilmi Padangsidimpuan. Here the researcher neded to discuss the findings with other findings from othr stuies. The researcher had written the findingsn ofother studies or researcher come from:

The first a script of Maria, Eni Rosnija and Urai Salam,the result of the data analysis showed there were improvements in studets'speaking ability from the firstcycle, second cycle, and the third cycle Student ability in speaking in first cycle was low, mean score was 54.075. In second cycle become 63.075. Then, in third cycle mean score showed improvement become 70.40.[2] On the other hand, the researcher did not use the technique to know the students' speaking ability, the researcher just given the test to the students to know their ability. The researcher got 73,75 in mean score that could be categorized into high category.

The second script by Asramadani and Sri In analyzing data, the mean of students' score for the first competency test was 59,5, for the second competency test was 69,4 and for the third competency test was 77,7. In this research, the researcher also found the students' mean score were 73,75 that could be categorized into high category.

The third, a thesis by Rian Wulandari, the researcher finding showed that the use of the communicative language games is effective to improve students'speaking ability that supportde by the means of the students speaking score which have increase from 2,1 and 2,2 in the pre- test to 3.3 and 3,4 in the post- test. While in this research, the researcher used quantitave research with descriptive method in doing the test, the researcher did not have some cycle to know the abilty of the studensts' speaking ability.

---

[2] Urai Salam Maria, Eni Rosnija, "Improving Students' Speaking Ability in Using Expressions for Asking, Giving, and Refusing Opinion Through Role- Play Technique" P.2, http://jurnal.untan.ac.id/index.php/jpdpb/article/view/8051.

The fourth script by Mukminatus Zuhriyah Program the result showed that there was an improvement on students' speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. While in this reseach, the students got the students's score categorized into high category (73,73)

Based on those script, the researcher described that the students still have got many problems in speaking abilty including at SMA Swasta Nurul Ilmi Padangsidimpuan at eleventh grade in academic year 2019/ 2020 eventhough the students still have some problems in speaking but speaking skill is very important. In this research, the researcher want to know the ability of the XI grade students in speaking mastery on the topic suggestion expressions. The test have been conducted by the researcher.

After doing this research based on the test, the researcher hypotesis was proved by calculation Z_{test} which the researher has done. The result calculation were $Z_{count} = -4$ was smaller than $Z_{table} = 0, 37$ ($Z_{count} = -4 < Z_{table}\ 0,37$) by level significant 0,05. So, from the result calculation Z_{cout} the researcher concluded that hypothesis unaccepted.

D. The Treats of the Research

In this research, the researcher believed that there were many threats of the researcher, it started from the title until the technique of analyzing data, So the researcher knew this thesis still limited and far from excellent. On doing the test, there were some aspects that could threat for this research as follow:

1. When the researcher doing the test it is on Thursday, the researcher and the students were fasting. So it was made the researcher and the the students almost lazy on doing the test.

2. The students had midterm examination (Math) after English class. So the students less of concentrate and did not doing the test seriously.

3. The students also thought that the score did not influnce their score in the school. So, the students talked each other and sometimes asked for permission.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

After calculating and analyzing the data from the students' score, it could be found the total of students score was 3983. Based on the criteria above the cumulative was 73,75%. So, it could be known the students' mean score at the eleventh grade in SMA Swasta Nurul IlmiPadangsidimpuan in 2019 academic year was 73,75 that could be categorized into high category.

B. **Suggestion**

Based on the conclusion and the implication of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research:

1. The teacher, to motivate the students for learning more about speaking ability especially suggestion expressions.

2. The students of SMA Swasta Nurul Ilmi Padangsidimpuan should practice speaking in their daily life especially on the topic suggestion expressions.

3. The reader, to improve their knowledge about suggestion expressions.

4. The researcher hopes the other researcher who want to conduct a research related to this research to find the other factors that influence of speaking ability on the topic suggestion expressions because still there was many factors that affect students' speaking ability on the topic suggestion expressions.

APPENDIX I

TEST OF SPEAKING

Instruction:

Prepare your conversation with your partner and then practice in front of your friends in the classrom.Choose one of the topics below!

Look at the pictures

It is time to take a rest, the students prefer want to watch the movie than pray sholat Dhuha, if you have suggestion what do you want to say to them?

It is time to study but one of the student is sleeping in the class now.If you have any suggestion, what do you want to say to her?

Name :

Class :

Date :

No	Indicator of Speaking	Score
1	Fluency (4)	
2	Pronunciation (5) Grammar (4)	
3	Accuracy (4)	
4	Grammar (4)	
5	Content & Expressions (4)	
	Maximal Score: 20 X 5 = 100	

Note:

20 - 40 : **Weak**

40 – 60 : **Average**

60 -80 : **Good**

80 – 100 : **Very good**

Padangsidimpuan,   July 2019

 Validator

 Zainuddin, S.S.,M.Hum
 NIP.19760610 200801 1 016

APPENDIX II

ASSESSSMENT RUBRIC

1. **Students' score is the score that got by student from categori 1 – 5**

2. **Maximal score is the highest score (4) × The criteria score (5)**

$$4 \times 5 = 20$$

3. **To count students' score** $= \frac{Students' score}{Maximum score} \times 100 = \frac{20}{20} \times 100 = 100$

4. **The classification quality of the student's score**

    20 - 40   **: Weak**

    40 – 60   **: Average**

    60 -80   **: Good**

    80 – 100   **: Very good**

APPENNDIX III

THE ELEVENTH GRADE STUDENTS OF SMA SWASTA NURUL ILMI PADANGSIDIMPUAN IN SPEAKING MASTERY ON THE TOPIC SUGGESTION EXPRESSIONS

No	Students' Initials	Total score
1	STA	95
2	AKA	80
3	NFR	90
4	LS	80
5	DPR	99
6	SDA	99
7	SA	85
8	S	85
9	AT	75
10	UN	65
11	RM	80
12	RW	80
13	NF	65
14	NH	65
15	AD	65
16	FSK	70
17	ZAI	99
18	NA	99
19	APR	90
20	RP	90
21	TA	60
22	DLF	60
23	SDA	70
24	ZHB	70
25	ANR	55
26	ZAI	60

27	KZ	75
28	PAN	75
29	RJ	95
30	FU	95
31	MF	70
32	RM	70
33	FR	85
34	NPR	85
35	DAA	65
36	IK	65
37	EA	80
38	NAH	95
39	RA	50
40	PA	40
41	MA	65
42	APD	65
43	DH	45
44	FZ	45
45	NH	65
46	SRM	65
47	AIN	50
48	VL	50
49	KZ	70
50	RM	60
51	DAA	50
52	FE	45
53	IM	75
54	PR	85
The Highest Score		99
The Lowest Score		40
Sum		3983
Mean Score		73,75

Modus	66,42
Median	72,35

APPENDIX IV

THE DETAIL DESCRIPTION OF STUDENTS ABILITY IN SPEAKING MASTERY

ON THE TOPIC SUGGESTION EXPRESTSIONS

No	Students' Initials	Fluency	Pronunciation	Accuracy	Content & Expressions	Grammar	Total Score
1	STA	4	4	3	4	4	95
2	AKA	3	3	3	3	4	80
3	NFR	4	4	3	3	4	90
4	LS	3	3	3	3	4	80
5	DPR	4	4	4	4	3.9	99
6	SDA	4	4	4	4	3.9	99
7	SA	4	3	3	3	4	85
8	S	4	3	3	3	4	85
9	AT	3	3	2	2	4	75
10	UN	2	2	3	2	4	65
11	RM	3	3	3	4	3	80
12	RW	3	3	3	4	3	80
13	NF	3	3	3	2	2	65
14	NH	3	3	3	2	2	65
15	AD	3	3	3	2	2	65
16	FSK	3	3	3	3	2	70
17	ZAI	4	4	4	3,9	4	99
18	NA	4	4	4	4	3,9	99
19	APR	4	4	4	3	3	90
20	RP	4	4	4	3	3	90
21	TA	3	2	2	3	2	60
22	DLF	3	2	2	3	2	60
23	SDA	3	3	3	2	3	70
24	ZHB	3	3	3	3	2	70

25	ANR	2	2	2	2	3	55
26	ZAI	2	2	2	3	3	60
27	KZ	3	3	3	2	4	75
28	PAN	3	3	3	2	4	75
29	RJ	4	4	4	3	4	95
30	FU	4	4	4	3	4	95
31	MF	3	3	3	2	3	70
32	RM	3	3	3	2	3	70
33	FR	4	3	3	4	3	85
34	NPR	4	3	3	4	3	85
35	DAA	2	3	2	2	4	65
36	IK	2	3	2	2	4	65
37	EA	2	3	4	4	3	80
38	NAH	4	4	3	4	4	95
39	RA	2	2	2	2	2	50
40	PA	1	1	2	2	2	40
41	MA	2	3	2	3	3	65
42	APD	2	3	2	3	3	65
43	DH	2	2	2	1	2	45
44	FZ	2	2	2	1	2	45
45	NH	3	3	2	2	3	65
46	SRM	3	3	2	2	3	65
47	AIN	2	2	2	2	2	50
48	VL	2	2	2	2	2	50
49	KZ	3	3	3	2	3	70
50	RM	2	2	3	2	3	60
51	DAA	2	2	2	2	2	50
52	FE	1	2	2	2	2	45
53	IM	3	3	2	3	4	75
54	PR	4	3	3	3	4	85
55	The Highest Score						99
56	The Lowest Score						40

APPENDIX V

THE QUALITY OF THE XI GRADE STUDENTS OF SMA SWASTA NURUL ILMI PADANGSIDIMPUAN IN SPEAKING MASTERY ON THE TOPIC SUGGESTION EXPRESSIONS

No	Student'Initials	Total Score	Quality Score
1	STA	95	Very High
2	AKA	80	High
3	NFR	90	Very High
4	LS	80	Very High
5	DPR	99	Very High
6	SDA	99	Very High
7	SA	85	Very High
8	S	85	Very High
9|	AT	75	High
10	UN	65	High
11	RM	80	Very High
12	RW	80	Very High
13	NF	65	High
14	NH	65	High
15	AD	65	High
16	FSK	70	High
17	ZAI	99	Very High
18	NA	99	Very High
19	APR	90	Very High
20	RP	90	Very High
21	TA	60	High
22	DLF	60	High
23	SDA	70	High
24	ZHB	70	High
25	ANR	55	Enough
26	ZAI	60	Enough

27	KZ	75	High
28	PAN	75	High
29	RJ	95	Very High
30	FU	95	Very High
31	MF	70	High
32	RM	70	High
33	FR	85	Very High
34	NPR	85	Very High
35	DAA	65	High
36	IK	65	High
37	EA	80	High
38	NAH	95	Very High
39	RA	50	Enough
40	PA	40	Low
41	MA	65	High
42	APD	65	High
43	DH	45	Enough
44	FZ	45	Enough
45	NH	65	High
46	SRM	65	High
47	AIN	50	Enough
48	VL	50	Enough
49	KZ	70	High
50	RM	60	Enough
51	DAA	50	Enough
52	FE	45	Enough
53	IM	75	High
54	PR	85	Very High
		3911	

DESCRIPTION DATA USING MATH FORMULA

1. The score of students score from low score to high score

95	80	90	80	99	99
85	85	75	65	80	80
65	65	65	70	99	99
90	90	60	60	70	70
55	60	75	75	95	95
70	70	85	85	65	65
80	95	50	40	65	65
45	45	65	65	50	50
70	60	50	45	75	85

2. High score   = 99
3. Low score   = 40
4. Range   = 99- 40 = 59
5. Total of Class (BK) = 1 + 3,3 log (n)

                                     = 1 + 3,3 log (54)

                                     = 6,7

6. Interval Class

    $$I = \frac{Range}{BK} = \frac{59}{6} = 9{,}83$$

No	Interval Class	Frekuensi (Fi)	Nilai Tengah (Xi)	Fi* Xi
1	40 - 49	4	44,5	178
2	50 - 59	5	54,5	272,5
3	60 - 69	14	64,5	903
4	70 - 79	10	74,5	745
5	80 - 89	10	84,5	845
6	90 - 99	11	94,5	1039,5
7	Total	54	417	3983

7. Mean Score   = $X = \frac{\sum Fi.Xi}{\sum fi} = \frac{3983}{54} = 73{,}75$

8. Median

9. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$n = 54$ b $= 60 - 0,5 = 59,5$

$F = 5 + 4 = 9$ p (I) $= 10$

$f = 14$

$$Me = 59,5 + 10 \left(\frac{\frac{1}{2} 54 - 9}{14} \right)$$

$$= 59,5 + 10 \ (1,28)$$

$$= 59,5 + 12,8$$

$$= 72,3$$

10. Modus

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

$$= 59,5 + 10 \left(\frac{9}{9+4} \right)$$

$$= 59,5 + 10 \ (0,69)$$

$$= 59,5 + 6,9 = 66,4$$

Normality

Interval Class	Fi	Xi	X. Fi	Xi^2	$Fi. Xi^2$
40-49	4	44,5	178	1980, 25	7921
50-59	5	54,5	272,5	2970, 25	14851, 25
60 - 69	14	64,5	903	4160, 25	58243, 5
70 - 79	10	74,5	745	5550,25	55502,5
80 - 89	10	84,5	845	7140, 25	71402,5
90 - 99	11	94,5	1039,5	8930, 25	98232, 75
Total	**N= 54**	**417**	**3983**		**306153, 5**

Interval Class	Batas Kelas	Z_{score}	Batas Luas Daerah	Z_{table}	E_i	O_i
	39,5	-2,25	0,4878			
40 – 49				0,0437	23598	4
	49,5	-1,59	0,4441			
50 – 59				0,1203	64962	5
	59,5	-0,93	0,3238			
60 – 69				0,2174	117396	14
	69,5	-0,27	0,1064			
70 – 79				-0,0379	-20466	10
	79,5	0,37	0,1443			
80 - 89				-0,2042	-110268	10
	89,5	1,03	0,3485			
90 - 99				0,1393	75222	11

$$X = \frac{\sum Fi.Xi}{\sum fi} = \frac{3983}{54} = 73,75$$

$$SD = \sqrt{\frac{\sum Fi.Xi2}{n} - \frac{\sum Fi.Xi}{n}}$$

$$= \sqrt{\frac{306153,5}{54} - \left(\frac{3983}{54}\right)^2}$$

$$= \sqrt{5669,50 - 5439,06}$$

$$= \sqrt{230,44}$$

$$= 15,18$$

Z_{score}

$$_Z - score - 1 = \frac{39,5 - 73,75}{15,18} = -2,25$$

$$\text{z} - \text{score} - 2 = \frac{49{,}5 - 73{,}75}{15{,}18} = -1{,}59$$

$$\text{z} - \text{score} - 3 = \frac{59{,}5 - 73{,}75}{15{,}18} = -0{,}93$$

$$\text{z} - \text{score} - 4 = \frac{69{,}5 - 73{,}75}{15{,}18} = -0{,}27$$

$$\text{z} - \text{score} - 5 = \frac{79{,}5 - 73{,}75}{15{,}18} = 0{,}37$$

$$\text{z} - \text{C score} - 5 = \frac{89{,}5 - 73{,}75}{15{,}18} = 1{,}03$$

Count E_i

$E_1 = 0{,}0437 \times 54 = 23598$

$E_2 = 0{,}1203 \times 54 = 64962$

$E_3 = 0{,}2174 \times 54 = 117396$

$E_4 = -0{,}0379 \times 54 = -20466$

$E_5 = -0{,}2042 \times 54 = -110268$

$E_6 = 0{,}1393 \times 54 = 75222$

Normality

$$\text{Normality} = X^2 \text{ count} = \left(\frac{foi - fei}{fei}\right)^2$$

$$X^2 = \frac{(4 - 23598)2}{23598} + \frac{(5 - 64962)2}{64962} + \frac{(14 - 117396)2}{117396} + \frac{(10 - (-20466))2}{-20466} + \frac{(10 - (-110268))2}{-110268}$$

$$+ \frac{(10 - 75222)}{75222}$$

$$= -150{,}34$$

$$D_k = 6 - 3 = 3$$

$$3 = 7{,}815$$

$$X_{count} < X_{table} = -150{,}34 < 7{,}815$$

Testing of Hypothesis

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p\,(1-p)}}{n}}$$

$$= \frac{\frac{24}{54} - 0{,}68}{\frac{\sqrt{0{,}68(1-0{,}68)}}{54}}$$

$$= \frac{-0{,}24}{0{,}06}$$

$$= -4$$

Z_{table}

$$Z_{(\frac{1}{2} - a)} = Z_{\text{table}}$$

$0{,}45 \quad = Z_{\text{table}}$

$0{,}45 \quad = 0{,}324$

$Z_{\text{count}} < Z_{\text{table}}$

$-4 \quad < 0{,}324$

So, it could be concluded that hypothesis unaccepted.

APPENDIX IX

DOCUMENTATION

When doing the test at XI pi 4 SMA Swasta Nurul Ilmi Padangsidimpuan

XI pi 3 SMA Swasta Nurul Ilmi Padangsidimpuan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1332   /In.14/E.1/TL.00/09/2019
Hal   : Izin Penelitian
         Penyelesaian Skripsi.

6 September 2019

Yth. Kepala SMA Swasta Nurul Ilmi Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Wirda Hasanah Hasibuan
NIM   : 1520300043
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of the XI Grade Students SMA Swasta Nurul Ilmi Padangsidimpuan in Speaking Mastery on The Topic Suggeestion Expressions".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

SURAT KETERANGAN
Nomor : 116 / YPIBMMNI-SMANI/ P.16/ X/ 2019

Yang bertanda tangan di bawah ini :

Nama	: Drs. H. M. IRSYAD HASIBUAN
Jabatan	: Kepala Sekolah
Pada Sekolah	: SMA Swasta Nurul 'Ilmi Padangsidimpuan

dengan ini menerangkan :

Nama	: WIRDA HASANAH HASIBUAN
Tempat/ Tgl Lahir	: Pasar latong/ 29 September 1995
Jenis Kelamin	: Perempuan
NIM	: 1520300043
Jurusan / Program Studi	: Tadris/ Pendidikan Bahasa Inggris
Alamat	: Sibuhuan, Desa Pasar latong Kec. Barumun
Jenjang Pendidikan	: S1
Judul Tugas Akhir	: "The Ability of the XI Grade Students SMA Swasta Nurul 'Ilmi Padangsidimpuan in Speaking Mastery on The Topic Suggeestion Expressions".

Sesuai dengan surat Institut Agama Islam Negeri Padangsidimpuan Nomor : B-332/ In. 14/ E.1/ TL. 00/ 09/ 2019, Tanggal 6 September 2019, yang bersangkutan benar telah mengadakan pengambilan data di SMA Swasta Nurul' Ilmi pada Tanggal 12 – 14 September 2019

Demikian surat keterangan ini di perbuat dengan sebenarnya untuk dapat digunakan sebagaimana perlunya.

Padangsidimpuan, 26 Oktober 2019
Kepala Sekolah

Drs. H. M. IRSYAD HASIBUAN

CURICULUM VITAE

1. Personal Identify

    Name   : Wirda Hasanah Hasibuan

    Registrsi Number   : 15 203 00043

    Place / Date of Birth   : Pasar Latong, 29 September 1995

    Sex   : Female

    Religion   : Moeslim

    Address   : Sibuhuan , Kabupaten Padang Lawas

2. Parents Identify

    Father's name   : Sahdinan Hasibuan

    Mothers' name   : Daimah Nasution

3. Educational Background

    Graduate from Primary School 101250 Latong in 2008

    Graduate from MTs N Sibuhuan in 2011

    Graduate from SMA Swasta Nurul Ilmi Padangsidimpuan in 2014

    Student at The State Institute for Islamic Studies (IAIN) Padangsidimpuan