



**AN ANALYSIS ON THE STUDENTS' SPEAKING  
ABILITY IN DESCRIBING OBJECTS AT GRADE XI IPA  
1 MAN SIMPANG GAMBIR KEC. LINGGA BAYU  
KAB. MANDAILING NATAL**

**A THESIS**

*Submitted to the State Institute for Islamic Studies (IAIN)  
Padangsidempuan as a Partial Fulfillment of the Requirement  
for Degree of Islamic Educational Scholar (S.Pd.I)  
in English Education Department*

**Written By**

**SUTRESNO**  
**Reg. No. 09. 3400098**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND PEDAGOGY  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)  
PADANGSIDIMPUAN**

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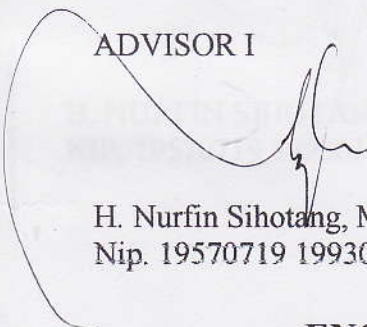
Written By

**SUTRESNO**


Reg. No. 09. 3400098



ADVISOR I

  
H. Nurfin Sihotang, M.A., Ph.D.  
Nip. 19570719 199303 1 001

ADVISOR II

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

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIAYH AND PEDAGOGY  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)  
PADANGSIDIMPUAN**

2014

Things : Thesis  
a.n. Sutresno  
Appendix : 7(seven) Exemplar

Padangsidempuan, Juni 2014  
to:  
Dean Faculty Of Tarbiyah And Pedagogy  
in-  
Padangsidempuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Sutresno, entitled "An Analysis On The Students' Speaking Ability In Describing Objects At Grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal". To be bettern, so we decide assignment and fulfill the requirement for the degree of Islamic Education Scholar in (S.Pd.I) in English at state Institute For Islamic Studies

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

*Wassalamu'alaikum Wr.Wb.*

**ADVISOR I**

H. NURFIN SIHOTANG, M.A., Ph.D  
NIP. 19570719 199303 1 001

**ADVISOR II**

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

EXAMINERS  
M. BOI... NAOSYAH EXAMINER  
**DECLARATION OF SELF THESIS COMPLETION**

Name : SUTRESNO  
Reg.No : 09 340 0098  
Faculty : FACULTY OF TARBIYAH AND PEDAGOGY  
Study Program : ENGLISH EDUCATION DEPARTMENT (TBI – 3)  
The title : **AN ANALYSIS ON THE STUDENTS' SPEAKING ABILITY IN DESCRIBING OBJECTS AT GRADE XI IPA 1 MAN SIMPANG GAMBIR KEC. LINGGA BAYU KAB. MANDAILING NATAL**

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 in article 14 subsections 2.

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Padangsidempuan, 20 Juni 2014  
Declaration Maker,



**SUTRESNO**  
Reg.No 09 340 0098

## EXAMINERS

### SCHOLAR MUNAQOSYAH EXAMINATION


Nama : SUTRESNO  
Reg. No : 09. 3400098  
THESIS : AN ANALYSIS ON THE STUDENTS' SPEAKING ABILITY IN  
DESCRIBING OBJECTS AT GRADE XI IPA 1 MAN SIMPANG GAMBIR  
KEC. LINGGA BAYU KAB. MANDAILING NATAL

Chief



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

Secretary

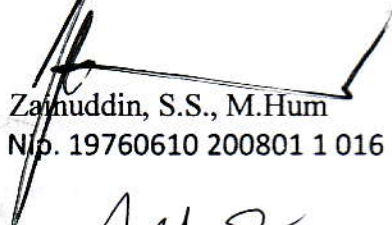


Zamuddin, S.S., M.Hum  
Nip. 19760610 200801 1 016

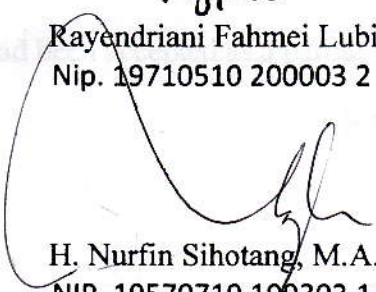
Members




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



Zamuddin, S.S., M.Hum  
Nip. 19760610 200801 1 016



H. Nurfin Sihotang, M.A., Ph.D  
NIP. 19570719 199303 1 001



Yusni Sinaga, S.Pd., M.Hum  
NIP. 19700715 200501 2 010

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IPK : 3,32  
Predicate : Very Good



**KEMENTERIAN AGAMA  
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FACULTY OF TARBIYAH AND PEDAGOGY**

Jl. Imam Bonjol Km. 4,5 Sihitang. Telp. (0634) 22080 Fax 0634 24022 Padangsidempuan 22733

**LEGALIZATION**

**Thesis :AN ANALYSIS ON THE STUDENTS' SPEAKING  
ABILITY IN DESCRIBING OBJECTS AT GRADE XI IPA 1  
MAN SIMPANG GAMBIR KEC. LINGGA BAYU KAB.  
MANDAILING NATAL**

**Written By : SUTRESNO**

**Reg. No : 09 340 0098**

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic  
Educational Scholar (S.Pd.I)

Padangsidempuan, Juni 2014  
Dean  
  
**H. Zulhanna, S.Ag., M.Pd**  
**NIP. 19720702 199703 2 003**

## ACKNOWLEDGEMENT

الْحَمْدُ لِلَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise to be Allah SWT, Lord of the world, because of only his blessing and his merciful I able to finish my thesis. Safe and prosperous upon the holy prophet Muhammad SAW, the last messenger of Allah who brought complete teaching Islam and save the human life from destruction into safety that is right path of Allah.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish the thesis. There researcher would like to thank:

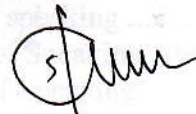
1. Suparman and Tumpi as my parents who has given me supporting, praying, motivating, in moral and material during and after finishing Academic year in IAIN Padangsidempuan. thank so much for you dad and mom.
2. H. Nurfin Sihotang, M.A., Ph.D and Zainuddin, S.S., M.Hum as my advisors who have given me suggestion, ideas, criticism and guidance in writing this thesis.
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4. Hj. Zulhimmah, S.Ag., M.Pd as a chief of Departement Faculty of Tarbiyah and pedagogy IAIN Padangsidempuan.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the chief of English, in IAIN Padangsidempuan.
6. Dr. Lelya Hilda M.Si as my academic advisor from semester one until ten.
7. Yusri Pahmi, S.Ag, S.S, M.Hum. as the chief of library IAIN Padangsidempuan and his Staff who have helped to give the books related to the researcher.
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Padangsidimpuan, 20 Juni 2014

Researcher



Sutresno

Nim: 09 340. 0098

## ABSTRACT

**Nama** : Sutresno  
**Reg.no** : 09 340. 0098  
**Fakultas/ Jurusan** : Tarbiyah dan Ilmu Keguruan/ TBI-3  
**Title** : **An Analysis On The Students' Speaking Ability In Describing Objects At grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal**

This research discussed about students' speaking ability problems in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal. In this research researcher make three formulation. And to know result the formulation researcher make instrument. The first test and the second interview. The purpose of the research in to know the students' speaking ability in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.

The technique of this research was conduct by performance with qualitatif method. Performance technique is used to get answer oral test students of question sheet until can analysis students' speaking ability in describing objects at grade XI IPA 1 MAN Simpang Gambir. The source of data was collecting from 26 students grade XI IPA 1 MAN Simpang Gambir. Collecting the data researcher was done the instrument oral test for the student about describing objects.

After calculating the data to showed the description of the data was found that the high score is 66, score lowest is 33 and mean score is 36,5 % . . It was concluded that students' speaking ability in describing objects at MAN Simpang Gambir into low category. As result interview to students are the student have lack vocabulary, lack concentration, lack self confidence, don't mastering grammar, and uninteresting study describing objects. And as result interview to English teacher is that English teacher order students to memorize ten vocabularies, two words noun, verb, adjective, adverb and pronoun.

## **CURRICULUM VITAE**

### **A. Identity**

Name : Sutresno  
Reg No : 09.3400098  
Place and birthday : Dalan Lidang, 02 oktober 1989  
Sex : Male  
Religion : Islam  
Address :Desa. Dalan Lidang Kec. Lingga Bayu Kab.  
Mandailing Natal

### **B. Parents**

Father's Name : Suparman  
Mother's Name : Tumpi

### **C. Educational Background**

1. Graduated from SD Negeri Perkebunan Simpang Gambir
2. Graduated from MTsN Simpang Gambir
3. Graduated from MAN Simpang Gambir
4. IAIN Padangsidempuan 2014

## **APPENDIX 1**

### **Pedoman Observasi (The Guidelines of Observation)**

1. Lokasi MAN Simpang Gambir.

(The location of the Senior High School (MAN Simpang Gambir.)

2. Sarana dan Prasarana MAN Simpang Gambir.

(The facilities of the Senior High School (MAN Simpang Gambir.)

3. Kesulitan-kesulitan berbicara siswa dalam mendeskripsikan objects.

(The students speaking difficulties in describing objects)

4. Faktor-faktor yang membuat bicaranya siswa sulit dalam describing objects.

(The factors of the students' students difficulties indescrining objects.)

5. Usaha – usaha dari guru untuk mengatasi kesulitan siswa dalam describing objects.

(The teachers'efforts to overcome the students difficulties in describing objects.)

## **APPENDIX 2**

### **The List of Interview**

#### **A. Interviews To The Head Master**

1. Kapan MAN Simpang Gambir dibangun?  
( When was the Senior High School (MAN) Simpang Gambir built?)
2. Bagaimana letak Geografis MAN Simpang Gambir?  
( How was the Geographical location of the Senior High School (MAN) Simpang Gambir?)
3. Berapa jumlah kelas di MAN Simpang Gambir?  
( How many class rooms of the Senior High School (MAN) Simpang Gambir?)
4. Berapa jumlah guru bahasa Inggris di MAN Simpang Gambir?  
(How many are teachers of the Senior High School (MAN) Simpang Gambir?)
5. Berapa jumlah siswa kelas sebelas di(MAN) Simpang Gambir?  
(How many are students of eleven grade the Senior High School (MAN) Simpang Gambi?)
6. Bagaimana menurut bapak siswa-siswa dalam proses pembelajaran bahasa Inggris?  
(What do you think about the students in learning English?)

## **APPENDIX 3**

### **C. Interviews to the Students**

1. Apakah menurut adik melakukan logat didalam describing objects itu sulit?

(Do you think that doing accent in describing objects is difficult?)

2. Apakah menurut adik melakukan grammar didalam describing objects itu sulit?

(Do you think that doing grammar in describing objects is difficult?)

3. Apakah menurut adik menyebutkan grammar didalam describing objects itu sulit?

(Do you think that say vocabulary in describing objects is difficult?)

4. Apakah menurut adik melakukan kelancaran didalam describing objects itu sulit?

(Do you think that doing fluency in describing objects is difficult?)

5. Apakah menurut adik melakukan pemahaman didalam describing objects itu sulit?

(Do you think that doing comprehension in describing objects is difficult?)

### **APPENDIX 4**

#### **1. Answer the question sheet with oral test.**

- 1) Please describe what do you know about book!
- 2) Please describe what do you know about bag!

- 3) Please describe what do you know about table!
- 4) Please describe what do you know about chair!
- 5) Please describe what do you know about flower!
- 6) Please describe what do you know about cupboard!
- 7) Please describe what do you know about lime!
- 8) Please describe what do you know about shirt!
- 9) Please describe what do you know about stove!
- 10) Please describe what do you know about knife!
- 11) Please describe what do you know about money!
- 12) Please describe what do you know about body!
- 13) Please describe what do you know about airplane!
- 14) Please describe what do you know about blackboard!
- 15) Please describe what do you know about handphome!
- 16) Please describe what do you know about cigarette!
- 17) Please describe what do you know about hour!
- 18) Please describe what do you know about motorycle!
- 19) Please describe what do you know about mosque!
- 20) Please describe what do you know about school!
- 21) Please describe what do you know about house!
- 22) Please describe what do you know about car!
- 23) Please describe what do you know about radio!
- 24) Please describe what do you know about television!
- 25) Please describe what do you know about leptop!
- 26) Please describe what do you know about coconut tree!

## **APPENDIX 5**

### **Key Answers**

#### **A. Book**

Book As a reading, As source science, To say thought, feeling, needs, and knowing, To write letter, text, report, and research. The

Component book has three sections that is as follows: The first front page, the second content, and the last backyard. Characteristic A book is made of wood. Because it contents of paper. It is shaped like quadrangular. It is has 40, 50, 70, and 80 cm high. It is has 25, 30, 35, 40 and 45 cm board. It is has thick and thin. And it is white. Position The front page is inside the book with position at first sheet. The text is between the both yard. There is title at the top. Connections between parts The book is fixed to in the bag, in the bookcase and on the table.

## **B. Bag**

The Function bag is as follows: Place keep book, Place keep pen, Place keep ruler, Place keep laptop, Place keep hat, Place keep glasses, Place keep shirt, etc The Component bag that is as follow: Has part big and small. Has button, has duffle bag two and one. has pocket keep a drink. The Characteristic bag as follows: A bag is made thread because it contents of cloth. It is has 70, 80, 90 and 100 cm high. It is has 50, 60, and 70 cm board. It is quadrader. And it is has white, black, green, blue etc. Position The duffle bag is inside bag with position at beside. The button is at the top. There is pocket at beside. Connections between parts The bag is fixed to in the table, on the table and in the cupboard case.

## **C. Table**



The Function table as follows: As place to write, as place put computer, flower, book, television, handphone, etc The Component table as follows: A table has two parts of desk foot and plain. The Characteristic table as follow: A table is made wood. It is shaped like stage. It is 100, 110, 120 Cm high, 80, 90, and 100 Cm, board and 140, 150, 160 Cm long. It is broad and thick. And it is brown. White, and black. The Position table as follows: Desk foot is inside table with position on the floor. The plain is on the top desk foot. And there is drawer under the plain. The Connections between parts as follows: The table is fixed to on the floor.

#### **D. Chair**

The Function chair as follows: As a seat. The Component chair as follows: Chair foot, plain, and arm rest. The Characteristic as follows: A chair is made wood. It is 100 until 120 Cm high, 50 until 70 Cm broad and 60 until 70 Cm support. It is hard and thick. And it is brown, black, white, etc. Position The chair foot is inside the chair with position on the floor. The plain under the support. And there is two pole support. Connections between parts The a chair is fixed to in the class, office, library, and shop.

## **E. Flower**

The Function flower as follows: The flower as decoration, prize, surprise, and ministrant animal enticing of pollination The Component flower as follows: Stem, leaf, flower calyx, corolla, masculine genitals, and female genital The Characteristic flower as follows: A flower is made bud, nektar, stamen, . it is shaped like symmetrical. It is 5 Cm high and 5 Cm board. It is thin, damp. It is white, red, green, yellow, blue. The Position flower as follows: The stigma is inside the flower with position on the top. The stilus under the filament. The axis under pedicel. Next ovum under the ovulum. The Connections between parts as follows. The flower is fixed to garde, yard, house, school, etc.

## **F. Cupboard**

The Function cupboard as follows: As place keep book, shirt, hat, pen, towel, laptop, glass, decoration, fhoto, etc. The Component as follows A cupboard consits of wall, door, mirror and level 1, level 2, level 3, level 4 and level 5 The Characteristic as follows: A cupboard is madeof wood. It is shaped like box. It is 2 about until 3 Meters high, about 2 until 4 board and about 60 until 100 Cm thick. It is large. It is black, brown, white, etc. The Position as follows: The door is inside cupboard with position the frontage. The wall is beside door. There islevel 1 until 4 in the vupboard.

The Connections between parts as follows: The cupboard is fixed to on the floor and in the class, house, office, bathroom, etc.

### **G. Lime**

The Function lime as follows: To write text in blackboard The Component as follows: A lime consists of stem, tip of upo and tip of under. The Characteristic as follows: A lime is made sendimen stone. It is like oval. It is 10 Cm high. It is thick . and it is white. The Position as follows: The Connections between parts as follows: The lime is fixed to in the box.

### **H. Shirt**

The Function shirt as follow: As tool protecting and closing body. Status symbol and position. The Component shirt as follow: A shirt consists of conscript, button, pocket and arm.The Characteristicshirt as follow: A shirt is made of thread. It is about 50 until 80 Cm high and about 50 until 70 Cm board. It is thick and thin. And it is white, black, brown, green red, blue, etc. The Positionshirt as follow: The button is inside the shirt with position in front. The conscript is at the top. The hand is beside. There is a text as wise word, proverb, name of people and poem. The

Connections between parts as follow: The a shirt is fixed to in the cupboard.

### **I. Stove**

The Function stove as follows: A tool to heating and cooking as vegetable, fruit, water, rice etc. The Component as follows: The stove concists of wick, 4 foots, kerosene storage. strand of metal fold, The Characteristic as follows: A stove is made of aluminium and copper. It is like box. It is about 40 until 50 Cm high, long and board. It is box, and it is white, green, etc. The Position as follows: The wick is inside the stove with position at the medial. The 4 foots is at four corners. The strand of metal fold at the top. The Connections between parts as follows: The stove is fixed to in the kitchen.

### **J. Knife**

The Function knife as follows: appliance to cut onion, chilli, vegetable, fruit etc. The Component knife as follows: The knife concists of handle and a head. The Characteristicknife as follows: The knife is made wood and iron. It is shaped length. It is about 10 until 40 Cm long, about 2 until 5 Cm board. The Position knife as follows: The blade is beside a knife with position at the top. The knife blade at the top handle. There is blade which is its edge in making sharply. The Connections between parts as follows: The a knife is fixed to kitchen, in the cupboard.

## **K. Money**

The Function money as follows: as medium for the transfer of goods with goods, also to obviate commerce by barter. The Component as follows: Price, warrior picture, eagle picture, indonesia bank, signature. And serial number. The Characteristic as follows: Material Money is made metal. And bank note is made paper. It is about 9 Cm and about 4 Cm board. It is thick and thin. Material money is shaped like circle. Bank note is shaped like page. Material manoy is white. And bank note is colourfully. The Position as follows: The price is inside money with position topmost left angle corner. Warrior picture at middle. The eagle picture topmost right angle corner. The Bank indonesia left angle;corner most under. The signature right angle;corner most under. The Connections between partsmoney as follows: At the bank, pocket, wallet, cupboard, etc.

## **L. Body**

The Function body as follows: to be able to make a move like road, street. see, listening, ,feeling, kissing, conversing etc. The Component body as follows: hair, face, eye, mouth, nose, ear, hand, foot/feet, heart, kidney, intestines, etc. The Characteristic body as follows: Body is made sperma. It is about 50 until 200 Cm high. It is thick. And it is white, black, etc. The Position body as follows: The hair is inside body with position at the top. The face is under hair. The hand is beside. The stomuch is in

middle. The foot is under foot. The Connections between parts body as follows: The body is fixed to house, office, company, bank, hospital, restaurant etc.

### **M. Airplane**

The Function airplane as follows: a long distance transportation tool to bring people and goods. The Component airplane as follows: Head, body, tail, window, door and wing. The Characteristic airplane as follows: The airplane is made iron, copper, metal, aluminium and plastic. It is about 10 until 100 meters long, about 4 until 6 meters high, about 4 until 5 meters board. It is thick. And it is white, red, blue etc. The Position airplane as follows: The head is inside airplane with position on front. The body is middle, the tail is on the back. The wings is in beside, the window is on the top, the door is in beside. The Connections between parts airplane as follows: The airplane is fixed to At the airport.

### **N. Blackboard**

The Function blackboard as follows: A media to write in the class, in the house, office etc, The Component blackboard as follows: Blackboard consists on triplek shet The Characteristic blackboard as follows: Blackboard is made of wood. It is about 150 Cm high, it is about 2 until 3 meters. It is about 1 Cm thick. It is shaped like quadrangular. It is thin, and it is white, black and green. The Position blackboard as follows:

The Connections between parts blackboard as follows: The blackboard is fixed to in the class, office and house etc.

#### **O. Handphone**

The Function handphone as follows: Media for the communications, writing message, player audio, player video, make transcription etc. The Component handphone as follows: The handphone consists of lamp, camera, loudspeaker, sail, and knob. The Characteristic handphone as follows: The handphone is made copper, aluminium, and plastic. It is about 10 until 15 Cm high, about 4 until 6 Cm board. About 1 Cm thick. It is thick. It is black, white, green, blue, brown etc. The Position handphone as follows: The lamp is inside handphone with position on the top. The camera is on the back. The loudspeaker is beside. The sail is on front upper front. And the knob isw upper under. The Connections between parts handphone as follows: The handphone is fixed to in the shop, on the table. In the pocket.

#### **P. Cigarette**

The Function cigarette as follows: from health facet smoke there no kindness . The Component as follows: Cigarette consists of stem and filter. The Characteristic as follows: The cigarette is made nikotin, tar, sianida, benzena, cadmium, metanol, asitelina, amonia, arsenik, formaldehida. Hidrogen sianida, and karbon monoksida. It is about 10 Cm

high. It is thick. It is shaped like circular length. And it is white and black. The Position as follows: paper is inside a cigarette with position outside. The tobacco is in the paper. The filter is under paper. The Connections between parts as follows: The cigarette is fixed to shop, pocket, stall, and warehouse.

#### **Q. Hour**

The Function hour as follows: As media to know time in a day. The Component as follows: The hour consists on mirror, minute hand, hours, batere, hand, and number. The Characteristic as follows: The hour is made of plastic, mirror, and aluminium. The Position as follows: The mirror is inside a hour with position on front. The number is interior. The minute hand and hours hand interior. The batere is on the back. It is shaped like circle. It is black, white, red, brown etc. The Connections between parts follows: The hour is fixed to in the house, office, mosque, shop, etc.

#### **R. Motorcycle**

The Function motorcycle as follows: As transportation tool to bring people and goods. To race, to properties etc. The Component motorcycle as follows: The motorcycle consists of oil place, seat, tire, knalpot, pedal, diameter, enchain, flatl etc. The Characteristic motorcycle as follows: The motorcycle is made iron, metal, copper, aluminium,



rubber and plastic. The Position motorcycle as follows: The lamp is inside motorcycle with position on front. The diameter of lamp. The oil place is at the top. The seat is on the top. The mirror is on the top. The tire is under seat. The muffler is beside. The Connections between parts motorcycle as follows: The motorcycle is fixed to in the showroom, house, office and shop etc.

## **S. Mosque**

The Function mosque as follows: as place to found pray, deliberation, legalization of marriage, discourse, learn, The Component mosque as follows: Mosque consists dome, tower, tribune, imam place, makmum place, , pillar, wall, roof. The Characteristic mosque as follows: It is made of cement, sand, batubata, zinc, wood, aluminium, ceramic. it is about 5 until 20 Meters, about 7 until 10 Meters board, about 15 until 30 meters long. It is big and small. It is white, green, blue, yellow etc. The Position mosque as follows: The dome is inside mosque with position on the top. The tower is on the out. The tribune is in the mosque. The leader place is beside tribune. The congregation place is on front tribune. The roof is on the top. The Connections between parts mosque as follows: The mosque is fixed to at a village, school, company and market.

## **T. School**

The Function school as follows: place get instruction, education, training, research, recognition, knowledge. The Component school as follows: The school consists of classes, laboratory, musholla, head master room, teacher room, OSIS room, UKS room, yard volly, football yard, library and pramuka room. The Characteristic school as follows: The made is of woodm cement, brick, stone. It is about 10 meters high, noard and board. It is big and small. It is shaped like symbol L, U, II, I etc. The Position school as follows: The fence is inside school with position on front. The yard is middle. The headmaster room is near of fence. The teacher room is near headmaster room. The laboratory is beside class. The musholla is onfront. The Connections between parts school as follows: The school is fixed to every a village.

## **U. House**

The Function house as follows: a place to shelter. for the rest of. sojourn. for the discovery of, for event. The Component house as follows: The house consists of roof, window, door, bathroom, badroom, asbestos, sittingroom, kitchen, warehouse. The Characteristic house as follows: The house is made sand, stone, sement, wood, zinc, ceramic, paint. It is about 5 until 15 meters high, about 5 until 8 meters board, about 7 until 20 meters long. It is small and big. It is white, black, blue, green and brown. The Position house as follows: The fence is inside a house with position on

front. The roof is on the top.the baggage is on the top. The kitchen is on the back. Bathroom is near at kitchen. The badroom and sittingroom is middle. The werehouse is on the back. The wall is beside. The Connections between parts house as follows: The house is fixed to a village.

## **V. Car**

The Function car as follow: A transportasion tool to bring people or commodity. The Component car as follow:The car consists of mirror, rear view, tire, seat, machine, knalpot, flat, doorstep. The Characteristic car as follow: The car is made iron, metal, copper, mirror, aluminium and rubber etc. It is about 5 until 12 meters long, about 3 until 4 meters high,and about 3 until 4 meters board. It is small and big. It is hard.and it is white,black, green, brown and yellow etc. The Position car as follows: The tire is inside a car with position under a seat. The mirror is on front. The rear view is besdie driver.the seat is in car. The baggage is on the back. The muffler is under a seat. The door is beside seat. And the window is middle. The Connections between parts car as follows: The car is fixed to street, showroom, house, werehouse, and baggage.

## **W. Radio**

The Function radio as follows: a media to market advertisement, song permintaa, breaking the news, informing death. The Component radio as follows: The radio consists of antenna;, volume, battery, seeking of broadcast, knob live and death The Characteristic radio as follows: The radion is made of plastic, aluminium, copper and cable. It is about 15 until 25 Cm high, about 15 until 30 Cm long, about 10 Cm board. It is thick. It is small and big. And it is white, black and brown etc. The Position radio as follows: The antenna is inside a radio with position on the top. The volume, knob on and off, loudspeaker, seeking of broadcast on font. The Connections between parts radio as follows: The radio is fixed to at house, office, shop and car.

## **X. Television**

The Function television as follows: to look on film, news, oration, studying, to market product, advertisement, apartment, business. The Component television as follows: Screen or sail, tube, volume, dead knob and life. The Characteristic television as follows: The television is made of copper,metal, aluminium, cable and plastic. The Position television as follows: The sailis inside a television with position on front. the tube is on the back. The knob on and off under sail. The volume is beside knob on and off. And the volume is under sail. The Connections between parts television as follows: The television is fixed to house, shop, small shop and car.

## **Y. Leptop**

The Function computer as follows: to write, to edit photo, for the motto of, to making tables, making film, turning around music, turning around video, translating. The Component computer as follows: The computer consists of camera, keyboard, loudspeaker, battery and screen. The Characteristic computer as follows: The computer is made of mirror, cable, plastic, aluminium and zinc. The Position computer as follows: The screen is inside a computer with position on front. The battery is under screen, the loudspeaker is under keyboard. The mouse is middle. The camera is on the top. The Connections between parts computer as follows. The laptop is fixed to in the bag, on the table, in the shop, and in the cupboard.

## **Z. Rubber Tree**

The Function coconut tree as follows: To firewood, wood, board, in selling make tire, clothes and instrumentation. The Component coconut tree as follows: The rubber tire consists of leaf, stick, branch, bar and roof. The Characteristic coconut tree as follows: The rubber tree is made seed. It is about 5 until 20 meters high. About 40 until 70 Cm board. It is thick. It is green leaf. The stick is white to mangle blackly. The branch about 5 until 7 meters. The roof is about 1 until 2 meters. The Position coconut tree as follows: The leaf is inside rubber tree with position

on the top. The stick is on the roof. The roof is under of stick. The branch is beside stick. The Connections between partscoconut tree as follows:  
The rubber tree is fixed to at the garden.

## **APPENDIX 8**

### **Key Answers**

#### **A. Book**

He Function book is as follows: As a reading, As source science, To say thought, feeling, needs, and knowing, To write letter, text, report, and research. The component book as follows: The first front page, the second back page.

#### **B. Bag**

The Characteristic bag as follows: A bag is made thread because it contents of cloth. It is has 70, 80, 90 and 100 cm high. It is has 50, 60, and 70 cm board. It is quadrader. And it is has white, black, green, blue etc. The Position bag as follows: The duffle bag is inside bag with position at beside. The button is at the top. There is pocket at beside.

#### **C. Table**

The Function table as follows: As place to write, as place put computer, flower, book, television, handphone, etc . The Connections between parts as follows: The table is fixed to on the floor.

#### **D. Chair**

The Function chair as follows: As a seat. The Component chair as follows: Chair foot, plain, and arm rest.

#### **E. Flower**

The characteristic flower as follows: A flower is made bud, nektar, stamen, . it is shaped like symmetrical. It is 5 Cm high and 5 Cm board. It is thin, damp. It is white, red, green, yellow, blue. The Position flower as follows: The stigma is inside the flower with position on the top. The stilus under the filament. The axis under pedicel. Next ovum under the ovulum.

#### **F. Cupboard**

The Function cupboard as follows: As place keep book, shirt, hat, pen, towel, laptop, glass, decoration, photo, etc. The Connections between parts as follows: The cupboard is fixed to on the floor and in the class, house, office, bathroom, etc.

### **G. Lime**

The Function lime as follows: To write text in blackboard The Component lime as follows: A lime consists of stem, tip of up and tip of under.

### **H. Shirt**

The Characteristic shirt as follow: A shirt is made of thread. It is about 50 until 80 Cm high and about 50 until 70 Cm board. It is thick and thin. And it is white, black, brown, green red, blue, etc. The Position shirt as follow The button is inside the shirt with position in front. The conscript is at the top. The hand is beside. There is a text as wise word, proverb, name of people and poem.

### **I. Stove**

The Function stove as follows: A tool to heating and cooking as vegetable, fruit, water, rice etc. The Connections between parts as follows: The stove is fixed to in the kitchen.

### **J. Knife**



The Function knife as follows:appliance to cut onion, chilli, vegetable, fruit etc. The Component knife as follows: The knife concists of handle and a head.

#### **K. Money**

The Characteristic Money as follows: Material Money is made metal. And bank note is made paper. It is about 9 Cm and about 4 Cm board. It is thick and thin. Material money is shaped like circle. Bank note is shaped like page. Material manoy is white. And bank note is colourfully. The Position money as follows: The price is inside money with position topmost left angle corner. Warrior picture at middle. The eagle picture topmost right angle corner. The Bank indonesia left angle;corner most under. The signature right angle;corner most under.

#### **L. Body**

The Function body as follows: to be able to make a move like road, street. see, listening, ,feeling, kissing, conversing etc. The Component body as follows: hair, face, eye, mouth, nose, ear, hand, foot/feet, heart, kidney, intestines, etc.

#### **M. Airplane**

The Function airplane as follows: a long distance transportation tool to bring people and goods. The Component airplane as follows: Head, body, tail, window, door and wing.

#### **N. Blackboard**

The Characteristic blackboard as follows: Blackboard is made of wood. It is about 150 Cm high, it is about 2 until 3 meters. It is about 1 Cm thick. It is shaped like quadrangular. It is thin, and it is white, black and green.

#### **O. Handphone**

The Function handphone as follows: Media for the communications, writing message, player audio, player video, make transcription etc. The Connections between parts as follows: The handphone is fixed to in the shop, on the table. In the pocket.

#### **P. Cigarette**

The Function cigarette as follows: from health facet smoke there no kindliness. The Component cigarette as follows: Cigarette consists of stem and filter.

#### **Q. Hour**

The Characteristic as follows: The hour is made of plastic, mirror, and aluminium. The Position hour as follows: The mirror is inside a hour with position on front. The number is interior. The minute hand and hours hand interior. The batere is on the back. It It is shaped like circle. It is black, wehite, red, brown etc.

## **R. Motorcycle**

The Function motorcycle as follows: As transportation tool to bring people and goods. To race, to properties etc. The Connections between parts as follows: The motorcycle is fixed to in the showroom, house, office and shop etc.

## **S. Mosque**

The Function mosque as follows: as place to found pray, deliberation, legalization of marriage, discourse, learn, The Component mosque as follows: Mosque consists dome, tower, tribune, imam place, makmum place, , pillar, wall, roof.

## **T. School**

The Characteristic school as follows: The made is of wood, cement, brick, stone. It is about 10 meters high, board and board. It is big and small. It is shaped like symbol L, U, II, I etc. The Position school as follows: The fence is inside school with position on front. The yard is middle. The headmaster room is near of fence. The teacher room is near headmaster room. The laboratory is beside class. The musholla is on front.

## **U. House**

The Function house as follows: a place to shelter. for the rest of sojourn. for the discovery of, for event. The Connections between parts as follows: The house is fixed to a village,.

## **V. Car**

The Function car as follow:A transportasion tool to bring people or commodity. The Component car as follow: The car consists of mirror, rear view, tire, seat, machine, knalpot, flat, doorstep.

## **W. Radio**

The Characteristic radio as follows: The radion is made of plastic, aluminium, copper and cable. It is about 15 until 25 Cm high, about 15 until 30 Cm long, about 10 Cm board. It is thick. It is small and big. And it is white, black and brown etc. The Position radio as follows: The antenna is inside a radio with position on the top. The volume, knob on and off, loudspeaker, seeking of broadcast on font.

## **X. Television**

The Function television as follows: to look on film, news, oration, studying, to market product, advertisement, apartment, business The

Connections between parts as follows: The television is fixed to house, shop, small shop and car.

#### **Y. Leptop**

The Function leptop as follows: to write, to edit foto, for the motto of, to making tables, making film, turning around music, turning around video, translating,. The Component leptop as follows: The computer consists of camera, keyboard, loudspeaker, batere and screen.

#### **Z. Coconut Tree**

The Characteristic coconut tree as follows: The rubber tree is made seed. It is about 5 until 20 meters high. About 40 until 70 Cm board. It is thick. It is green leaf. The stick is white to minge blackly. The branch about 5 until 7 meters. The roof is about 1 until 2 meters. The Position coconut tree as follows: The leaf is inside rubber tree with position on the top. The stick is on the roof. The roof is under of stick. The branch is beside stick.

**APPENDIX 6****The Descriptions Of Students' Score In Identifying  
Students' Speaking Ability In Describing Objects**

No	Students Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Mark
1	A S	05	05	10	05	10	35
2	A A	15	10	10	15	15	65
3	A R	10	05	05	10	10	40
4	A R I	10	05	05	10	10	40
5	D E	10	10	05	10	10	45
6	H L	05	05	10	05	10	35
7	IR D	05	05	10	05	10	35
8	I P H	10	10	05	10	10	45
9	I P	10	10	10	10	10	50
10	N H	10	05	05	10	10	40
11	PR G	10	05	05	10	10	40
12	R S	10	05	05	10	10	40
13	R I	05	05	10	05	10	35
14	R L	05	05	10	05	10	35
15	S S	05	05	10	05	10	35
16	S O	05	05	10	05	10	35
17	J O	10	05	05	10	10	40
18	S N	05	05	10	05	10	35
19	S H	05	05	10	05	10	35
20	E P	05	05	10	05	10	35
21	U G	10	10	05	10	10	45
22	S B	10	05	05	10	10	40
23	I M	05	05	10	05	10	35
24	T H	05	05	10	05	10	35
25	Y H	05	05	10	05	10	35
26	F A	10	05	05	10	10	40
TOTAL							1025
MEAN SCORE							39,42
HIGHEST SCORE							65
LOWEST SCORE							40

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language is a system of communication plays the important role in the human life. It can be used for establishing social relationship and conveying information. Language is reorganized to convey information. Language is recognized as the most perfect instrument of communication. Without language the religion, art, science, laws, economic system could not be exist. Through the language people learn everything what they want to know. The human can communicate one another to express idea, feeling, thoughts and desires.

Meanwhile language is a system for the expression of the meaning reflected in the structure of the language as an instrument to express meaning. With language, people can understand meaning language easily. Then it also useful to enable people to think it well.

English is an international language. It is taught as foreign language in Indonesia. It was made as one of the obligated subject. It is supplied from the elementary school to university level. In studying English, students have to master all of language skills, such as: listening, speaking, reading and writing. Human have language well is godsend in the same manners as prophet Adam

until he can said name of things in Paradise. About this Allah said in the Al-Qur'an surah Al-Baqarah : 31.

بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَأَيْكَ عَلَى عَرَضِهِمْ ثُمَّ كُلَّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ

صَدِّقِينَ كُنْتُمْ إِنْ هَؤُلَاءِ

The meaning it: *“And He taught Adam the names of all things; then He placed them before the angels, and said: "Tell me the names of these if ye are right."(Q.S. Al-Baqarah;31)*

Some lesson which can taking away from sentence above:

The first that language represent Guidance someone. The meaning Allah has given to people. The second one of the medium to be is prosperous of world is with science.

Speaking is one of important skills in language learning beside Listening, Writing and Reading. Speaking the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoging by two or more people. In speaking there is a process of communication between Speaker and Listener. Researcher can know students' speaking ability grade XI IPA 1 MAN Simpang Gambir with using describing



objects. There are some factors of the difficulties on the students speaking ability. There are internal and external factors. Internal factors came from the students themselves example : talent, clever, health and audacious. And external factors come from out from students example : friends, society and circles.

When researcher visited MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal, two months before done research, that is Monday 03 and Thursday 05 Februari 2014. Researcher observed process learn to teach at grade XI IPA 1. Because Monday and Thursday grade XI IPA 1 there is lesson of describing objects. From two meeting Researcher valuated students' speaking ability. In the reality at grade XI IPA 1 students' speaking ability is differing from other one. The differing seen from some student which some of can explain again and some students cannot explain again lesson of describing objects. On that account researcher wish know difficulties of the students' speaking ability. Because some of students understand and some of students do not understand lesson of describing objects. One of English subject at MAN Simpang Gambir is students should be able to speak through describing objects. Actually, there are some students can not describing objects or pictures in English well but some can. It is because they do not understand how to make a good speaking through describing objects.

The researcher also found the other difficulties that students do not able to describing objects, because the students have not self conviction, The difficulties faced by students is also about vocabulary. The students do not have many

vocabularies, they are lack of vocabulary. Lack vocabulary made students do not able to speaking is describing objects.

Based on the explanation above and students' speaking ability difficulties in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal. The researcher was interesting to conduct the research entitled **“AN ANALYSIS ON THE STUDENTS’ SPEAKING ABILITY IN DESCRIBING OBJECTS AT GRADE XI IPA 1 MAN SIMPANG GAMBIR KEC. LINGGA BAYU KAB. MANDAILING NATAL”**

## **B. Focus of the Research**

Due to the limitation of the researcher in the aspect of ability, time and finance, this research must be limited. Thus, this research will focus “An Analysis On The Students’ Speaking Ability In Describing Objects At Grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.

## **C. Definition of the Key Terms**

1. Analysis is a study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.<sup>1</sup>The meaning of analysis in this research is to know students' situation actually in tell an object or a pictures in front of class.
2. Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.<sup>2</sup> The meaning of students in this research is a teller an object or a pictures in front of class.
3. Speaking is defined as to talk or converse to somebody about something or mention or describe something or somebody.<sup>3</sup>The meaning of speaking in this research is a skill that will be observed or analysis by researcher in front of class.
4. Ability is a level of skill or intelligence.<sup>4</sup> The meaning of Ability in this research is a power to make performance and speak style in frot of class.
5. Describing is saying in words what somebody or something is like.<sup>5</sup>The meaning of Describing in this research is the students can tell an object or a pictures in frot of class.

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<sup>1</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 672.

<sup>2</sup>*Ibid.*,p.441.

<sup>3</sup>*Ibid.*,p.1467.

<sup>4</sup>*Ibid.*, p. 2.

<sup>5</sup>*Ibid.*, p. 314

6. Objects is a solid that can be seen and touched.<sup>6</sup> The meaning of objects in this research is a pictures that will be told by students in front of class. example: table, chair, white board, mosque, office, etc.

From some the definition and explain above reseacher make a conclusion that the sense an analysis on the students' speaking ability in describing objects at Grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal is reseracher know students' situation actually when student's tell an objects or a pictures example table, chair, window, door etc. At the time that student's doing performace in front of class.

#### **D. Formulation of the Problems**

Based on the above focus of the problem, the problem of the research can be formulated as follows:

1. How were students' speaking ability in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal?
2. What were students' difficulties in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal?

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<sup>6</sup>*Ibid.*, p. 798.

## **E. The Purpose of the Research**

The objectives of the problems are:

1. To know the students' speaking ability in describing objects at grade XI IPA 1  
MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.
2. To know the students' difficulties in describing objects at grade XI IPA 1  
MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.
3. To know the teachers efforts to overcome the students' difficulties in  
describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga  
Bayu Kab. Mandailing Natal.

## **F. Significances of the Research**

The researcher hopes this research can be useful for:

1. Headmaster of MAN Simpang Gambir, to make a better concept with giving  
facilities in teaching English in the school.
2. English Teachers at MAN Simpang Gambir, being a reference in teaching  
speaking to the students in the future.
3. Students' grade XI IPA 1 of MAN Simpang Gambir, to say their thought,  
feeling, and needs with English to other people.
4. Researcher to make his script perfect to be as science and experience until  
useful to other people.
5. Next Researchers, to develop the research of this title .

## **G. Outline of the Thesis**

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one discussed about introduction they are: the first background of the problem. This research was accurate because the researcher wanted to know how the students' speaking ability in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal. The second focus of the problem. The third definition of key terms. The fourth formulations of the problem. The fifth purpose of the research. The sixth significances of research. The significances of research for all element of MAN Simpang Gambir included Head Master, English Teacher, Students and also for the further researcher who want to conduct this research. and the last outline of the thesis.

Chapter two discussed about theoretical description and review of related finding. In theoretical review consists of Speaking, Students' Ability, Principles of Speaking, Types of Speaking, Evaluation of Speaking and the Paragraph to Describing Objects.

Chapter three discussed about the methodology of the research consist of: the first place and time. The second kinds of research. This research would be conducted with descriptive analysis with qualitative method. The third source of data. The data was taken from sample of research from grade XI IPA 1 MAN Simpang Gambir. The fourth technique data collections involved three techniques

included: test, interview, and observation. The last technique analysis data. This data was analysis with qualitative method.

Chapter four discussed four parts: the first findings and specific findings. General findings consist of the History, Location of MAN Simpang Gambir, Infrastructures of MAN Simpang Gambir and situation Students, Teacher and Administration of MAN Simpang Gambir. The specific findings consist: the first description students' speaking ability in describing objects, the second difficulties in describing objects and teachers efforts to overcome the students' difficulties in describing objects at grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.

Chapter five discussed about conclusions of the research and suggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

##### 1. Students Ability

Students' ability comes from two words; students and ability. Student according to Oxford Dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.<sup>1</sup> A student is a learner, or someone who attends and educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a school child under the age of eighteen is called a pupil in English (or an equivalent in other language).

In Oxford dictionary stated that ability is level of skill or intelligence.<sup>2</sup> Ability is the quality of being able to something especially the physical, mental and even financial responsibilities. May even the legal way of doing something.<sup>3</sup>

According to Woolworth and Marquis, the word “ability” has three meanings, they are:

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<sup>1</sup> A.S Hornby, *Loc. Cit.*

<sup>2</sup> A.S Hornby, *Loc. Cit.*

<sup>3</sup>[http://answer.ask.com/science/psychology/what\\_is\\_ability](http://answer.ask.com/science/psychology/what_is_ability)



- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by straight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.<sup>4</sup>

## **B. Speaking**

### **1. Concept of Speaking**

There are many definition of speaking. Based on the Oxpord Advanced Learner's Dictionary<sup>5</sup> speaking is defined as to talk or conversation to somebody about something or mention or describe something or somebody. Lawtie (2007) states that speaking is fundamental to human communication. Widdowson (1984:58) adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Harmer (1990:41) there are some purpose of someone doing communication: 1). he wants to speak, 2). He has some communicative purpose the selects from his language store, 3). He wants to listen to something and he is interested in the communicative purpose of what is being said.

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<sup>4</sup> H. Dauglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

<sup>5</sup> A.S.Hornby, *Oxpord Advanced Learner's Dictionary Of Current English* ( New York: Oxpord University Press,2005),p. 1467.

David Nunan states that speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning.<sup>6</sup> While the expert like Theodore Huebner said “ language is essentially speech, and speech is basically communication by sounds.” and according to him, it can be concluded speaking is a skill used by someone in daily life communication whether at school or outside. <sup>7</sup>

Next, speaking is to express or communication opinios, feelings, and ideas, etc. By or as talking and it involves the activities in the part of the speaker as psychological, articulator, and physical stages. Based on the Oxpord Advanced Learner’s Dictionary<sup>8</sup> speaking is defined as to talk or conversation to somebody about something or mention or describe something or somebody.

In Richard’s <sup>9</sup> book, speaking – from theory to practice – state that : “ in speaking we tend to be getting something one done, exploring ideas, working out some aspect of the world, or simply being together. We may use speaking to describe things, to complaint about people’s behavior, to make polite request, or to entertain people with jokes and anecdotes”

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<sup>6</sup>David Nunan, *Practical English Langaue Teaching* (New York: McGraw-Hill Companies,2003),p.

<sup>7</sup>A.L. Chaney and T.L Burke, *Teaching Oral Communication In Grades K-8* (Bonston:Allyn& Bacon, 1998), p. 13.

<sup>8</sup> A.S.Hornby, *Oxpord Advanced Learner’s Dictionary Of Current English* ( New York: Oxpord University Press,2005),p. 1467.

<sup>9</sup>Jack.C.Richards and Willy A. Renandya,*Methology In Language Teaching* (New York: Cambridge University Press,2002),p.201.

So, in this process we can call it is an interaction between two sides. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she speaks. In this section, the reseracher should develop ideas or build some topics to be talked and to make other responds to what speakers says.

## **2. The Defenition of Speaking Ability**

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Another according say that Speaking is only an oral trail of abilities that it got from structure and vocabulary. But Robert Lado siad that speaking ability is described as the ability to express one self in life situation, repotrs acts or situation in precies words, to converse, and to express a sequance of ideas fleetly.<sup>10</sup> So from definition above researcher make conclusion that speaking ability is somebody ability in interactive process in producting, receiving, and processing information until somebody can doing something. But the

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<sup>10</sup>Robert Lado. *Language Testing The Construction And Use Of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240

mean speaking ability this research is student's speaking ability in describing objects. Example describing a house, describing a handphone, and describing a book. just like that.

### 3. The Principles of Speaking

The five basic principles of speaking according to hums are<sup>11</sup>:

- a. Open with as bang: too many speeches die before they again. You still have executives opening up by telling to audience, what a pleasure it is to be with them. That's an amenity reduced to an inanity.
- b. Focus on one theme: a speech may have three or four major points, but they should be wrapped up in a single theme such as peace through strength.
- c. Keep the language simple: stuffy syntax and the use of self important words can rob power from a speech.
- d. Use analogies and illustrations.
- e. Make the conclusion emotional or dramatic: if you don't hip your dominant theme strongly when you close, your audience may not grasp your real message. Humor should never be used at the end or

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<sup>11</sup>Amir HasanDaulay,"A Comparative Study Of Using Debate Technique And Role-Play Technique On Students' Speaking Ability At Second Grade Senior High School For Islamic (MAN) 1 Padangsidimpuan"(A thesis, STAIN Padangsidimpuan,2013),p.22

beginning, but should be slipped into the middle. Humor must always be seen as a matter of surprise.

Gumperz said: theory speaking in the title book the ethnography of communication, there is eight that must be knowed if someone is speaking. Speaking that mean the Gumpers is: situation, participants, end, act sequence, key, instrument, norma, and genre.<sup>12</sup>

#### **4. The Types of Speaking**

In activity learning teaching English there are three kinds speaking that is structural conversatio, functional conversation and situational conversation<sup>13</sup>.

##### **a. Structural Conversation**

Structural conversation is lesson conversation that conduct to make students can using sentences in English follow floor difficulties structure the sentences. Attention the dialogue as follows:

Reno : May I borrow your pen?

Lina : Yes, you may.

Reno :By the way, will you come to my house this afternoon.

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<sup>12</sup> Tamsir medan , *Antplogi Kebahasaan* , (Padang: Angkasa Raya, 1988),p.141.

<sup>13</sup>Mr.Teguh, *RahasiaSuksesBelajarBahasaInggrisDenganMudah*, (Jakarta:2010), Hlm.36-37

Lina : Yes, I will.

Reno : Waiter gives me two cups coffee.

**b. Functional Conversation**

Functional conversation is lesson conversation that conduct to make students can using function communication with right. Attention the dialogue as follows:

Reno : May I borrow your pen?

Lina : Yes, you may.

Reno :By the way, will you come to my house this afternoon.

Lina : Yes, I will.

Reno : Waiter gives me two cups 2 cups of coffee.

**c. Situational Conversation**

Situational conversation is lesson conversation that conduct to shape students ability to know function specially in communication building on students. Attention the dialogue as follows:

Reno : May I borrow your pen?

Lina : Yes, you may.

Reno :By the way, will you come to my house this afternoon.

Lina : Yes, I will.

Reno : Waiter gives me two cups of coffee please.

## 5. The Function of Speaking

Speaking is two people or more interact and function of speaking such as the speaker can express his ideas to listener and maintain social relation among speaker with listener. Rivers in Shumin (1997), says that the functions of spoken language are interaction and transactional. The primary intention of the former is to maintain social relationships, while that of the latter is to convey information and ideas.

Moreover, Halliday in Hawes and Thomas (1994) says three major functions of language: the ideational, the textual, and the interpersonal. Two of these, the ideational and interpersonal, have particular relevance to a discussion of how the spoken language is used. Halliday describes the ideational component of language as being concerned with the expression of content. The interpersonal is concerned with the social, expressive, and cognitive functions language.

The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. This kind of relaxed verbal interaction is the use of language to establish and maintain social relations. Halliday's second component of language, the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of language to express content and to communicate information. It is an essential aspect of most real-life

situations, whether in study or in business, professional, or most other work contexts.

Based on explanation above, the researcher conclude that the speaker do to interact with listener so that can convey information. In other hand, the speaker can maintain social relation to listener.

## **6. The Evaluation of Speaking**

Testing speaking ability offers plenty of scope for meeting the criteria for communicative testing. Namely that: tasks developed within this paradigm should be, interesting and motivating,.

Effect on teaching that preedes the test. Interactio should be a key feature, there should be a degree of intersubjectivity among participant.<sup>14</sup>

According to Arthur Hughes there is six categories to measure speaking skill, but here just write five because to evaluate speaking of students in senior high school enough five,such us:<sup>15</sup>

### **a. Accent**

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>16</sup> For example a French person speaking English is described as having a French accent.

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<sup>14</sup> Cyril J. Weir, *Communicative Language Testing*,(USA: Prentice Hall,1990),p. 7

<sup>15</sup> Arthur Hughes, *Teachingg For Language Teachers*, (USA: Cambridge University Press, 1990),p.111



Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.<sup>17</sup> The accent can be identified looks like this:

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult.
3. “foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “ Foreign Accent ” and occasional mispronunciations, which do not interfere with understanding.

#### **b. Grammar**

Moh. Kusnadi said grammar<sup>18</sup> is tata bahasa atau sistem bahasa. Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meaning (semantics). Grammar is necessary for communication; it gives us the

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<sup>16</sup>Nirmala Sari, *An Introduction To Linguistic*, ( Jakarta: Departemen Pendidikan Dan Kebudayaan, 1988), p. 138

<sup>17</sup> Victoria Neufeldt, *Webster New World College Dictionary 3 Rd.*, (New York: Simon And Schuster inc, 1995 ), p.7.

<sup>18</sup>Moh. Kusnadi. *Exellent English Grammar* (Surabaya: Bintang Usaha Jaya, 2011), p. 11.

format of structures of language themselves. In other words, grammar tells us how to construct a sentence. Grammar can be identified looks like this:

1. Grammar almost entirely inaccurate phrases.
2. Constant errors showing of very few major patterns and frequently preventing communication
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
5. Few errors, with no pattern of failure.

**c. Vocabulary**

When we pick up an English dictionary, we imagine that we hold in our hands a representative collection of the words that exist in the English language. The vocabulary of an educated speaker of the language. All the words are, as it were, in one bag in its use, all of a type, just as they are printed in an alphabetical list between the covers of a single book. When we open the dictionary and look more carefully at the entries, we see that quite a number of them are marked with labels of one kind or another, e.g. Botanical, baseball, slang, American English. These labels indicate that word is restricted

in its use, and taken together, these labels indicate that there are a number of sets of words in English with a restricted use.<sup>19</sup>

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.<sup>20</sup> It is used for communication or expression, in particular art, skill.

Vocabulary is more than a list of target language words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words. Vocabulary can be identified like this:

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas ( time, food, transportation, and family)
3. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subject with some circumlocution.
4. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations

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<sup>19</sup> Howard Jackson and Etienne Ze' Amvela, *words, meaning and vocabulary*(London, Cassess,2000),p.118.

<sup>20</sup>*Ibid*,p 286.

#### **d. Fluency**

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.<sup>21</sup>

“ A fluent speaker is the ability of person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology”. Fluency is probably best achieved by following the stem of speech to flow. Some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the ability of an individual to speak without under hesitaion. Fluency can be identified looks like this:

1. Speech is no halting and fragmentary that conversation is virtually impossible
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky : sentence may be left uncompleted

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<sup>21</sup> David nunan, *Op. Cit*, p 258.

4. Speech is occasionally hesitant, with some univeness caused by rephrasing and grouping for words.

#### e. Comprehension

Hornby states that comprehension is the mind's act power of understanding".<sup>22</sup> Comprehension is the capacity for understanding ideas, fact.<sup>23</sup> A longer definition of comprehension will be as the act of understanding the meaning. Comprehension can be identified looks like this:

1. Understands too little for the simplest types of conversation
2. Understand only slow, very simple speech or common social and tourist topics, requires constant repetition and rephrasing.directed
3. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
4. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

After the test, these elements are marked and entered into left-hand column and totaled from the weighting table.

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<sup>22</sup> A.S Hornby *Advanced Learners Dictionary Current English*, (London: Oxford University,1974),234.

<sup>23</sup> Victoria Neufeltd, *Op.Cit*,p. 286.

## **C. The Describing Objects**

### **1. The Defenition Describing**

Describing is saying in words what somebody or something is like.<sup>24</sup>The meaning of Describing in this research is the students can tell an object or a pictures in frot of class.

### **2. The Definition Objects**

Objects is a solid that can be seen and touched.<sup>25</sup> The meaning of objects in this research is a pictures that will be told by students in front of class. example: table, chair, white board, mosque, office, etc.

From some the definition and explain above reseacher make a conclusion that the sense an analysis on the students' speaking ability in describing objects at Grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal is reseracher know students' situation actually when student's tell an objects or a pictures example table, chair, window, door etc. At the time that student's doing performace in front of class.

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<sup>24</sup>*Ibid.*, p. 314

<sup>25</sup>*Ibid.*, p. 798.

### **3. Activities and Procedures**

Describing objects is one way of communicating information. By and large, descriptions begin from the general to the specific, from qualitative description to quantitative. To be able to describe things properly, a good observation would have been made and that observation would have to be translated to communicable language. Communicating as a process skill can be done in different ways.

The students should therefore be encouraged to start descriptions first from the general. "My house is far from the school". In a way that statement conveys some meaning. But when a description involves comparison of more than one thing, that description can usually be faulted. Now let two students make the statement about their house relative to the school. The teacher should let the students see the problem with qualitative description by considering other examples that involve comparison. Adamu may be described as a tall boy but relative to other students in the class, he may not really be described as tall if all the other students are taller than Adamu.

The transition from qualitative description to more specific quantitative description will call for use of certain words to represent size, colour, smell, taste and texture. The teacher should encourage the students to look for appropriate vocabulary. The use of known standards

of quantities will have to be introduced. How far is far can be answered by referring to a specific measure-10 kilometres, for instance.

Objects that have been collected should now be displayed before the students and then they should be asked to make accurate description. That part of the lesson should generate a lot of discussion among the students. Any time there is controversy, the teacher should be prepared to be the judge.

Previous experience can influence the description of certain objects. In the area of smell and taste, reference will often be made to a previous experience. " It smells like rotten egg" or "It tastes like sugar". These forms of description are accepted.

#### **4. The Parts Describing Objects**

Describe objects has five parts as follows:

- a. Function / use.**
- b. Components / parts.**
- c. Characteristics.** The parts it is Material, Shape, Dimensions, Property and Colour.
- d. Position.**
- e. Connection between parts.**<sup>26</sup>

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<sup>26</sup> Erin Coburn, *Lightweight Information Describing Objects*,( International Coencil Of Museums, 2010), p. 59.



### 1) Function

Example : A drum is used to make music.

### 2) Components

Example :

A hammer	}	consists of	}	a handle and a head
		Is made up of		
		Is composed of		
A hammer		includes		a handle and a head

A hammer has two

}	parts	}	a <i>handle</i> and a <i>head</i> .
	Sections		one is a <i>handle</i> , the other is a <i>head</i> .
	Components		one is a <i>handle</i> , the other is a <i>head</i> .

### 3) Characteristics

#### a) Material

*A chair is made of wood.*

*Bread is made from wheat.*

#### b) Shape/Figure

*A coin is shaped like a circle.*

*A coin is circular in shape.*

c) Dimensions

Length, width, height, depth, thickness, etc.

Example:

This *tower* is *250 metres high*.

This *tower* has a *height of 250 metres*.

This *tower* is *250 metres in height*.

d) Property

Property is a special quality that belongs to the object

Example :

This *book* is *thick*

the *glass* bottle is *straight*

the *edge* of a table is *straight*

e) colour

black, white, green, etc.

Example:

The *horse* is *white*

This *cat* is *black*.

Those *leafs* are *green*.

#### 4) Position

If the objects to be described are complicated, consisting of many parts, or appearing in a set, positions must be given.

Example: inside, outside, at the top, on the left/right, in the middle, to the right/left (of), at the bottom, above, over, between, below, beside, beside, at the end of, behind, in front of, near, by, etc.

Example :

The engine is inside the scooter with a headlight at the top.  
The spare wheel is at the back. There is a petrol cap under the seat.

A car has four headlights at the front. At the top of the engine is the radiator and at the top is an oil cap.

#### 5) Connections Between Parts

Connection is a relationship between two things or more. If the object has more than one part, we have to describe them part by part with a connection between them. Verbs that signal the connection are: attach, detach, join, connect, support, fix, fit, lead, link, etc.

Example :

The head of a hammer *is fixed to* the handle.

The rubber tube is *fitted over* the glass tube.

The wheels of a car *are connected* by the axles.

#### **D. Review of Related Findings**

Related to this research, some researches had been done as below:

First, Suci Mestika Siregar entitled “ an analysis on the students’ competence in speech at the grade XI SMK Muhammadiyah 13 Sibolga in 2010-2011 academic years”. The concluding of her research as the grade XI students of SMK Muhammadiyah 13 Sibolga in 2010-2011 academic year in an analysis on the students’ competence in speech, after collecting and analyzing the data, it has known that the score competence of them is 95 % and the lowest score of them is 40 %.<sup>27</sup>

Second, Lisna Megasari Aritonang entitled “ The Influence of speech acts mastery towards grade VIII SMP Negeri 1 Badiri students speaking ability in 2010-2011”. The concluding of this research is the Influence of

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<sup>27</sup>Suci Mestika Siregar. *An Analysis On The Students’ Competence In Speech At The Grade XI SMK Muhammadiyah 13 Sibolga In 2010-2011 Academic Years*(Unpublished Script), (Padangsidempuan: UMTS, 2010)

speech acts mastery towards grade VIII SMP Negeri 1 Badiri is students speech acts mastery was 60 % and the highest score was 70 %.<sup>28</sup>

The last, Nur Asmidah Lubis entitled “ a study on the students ability in using speech acts of the grade VIII at Madrasah Tsanawiyah Islamiyah Panyabungan in 2010-2011 academic year. The concluding of this research is the total scores of the grade VIII in using speech acts is 1995, the heighest score of the students is 75 % and the lowest score is 20 %.<sup>29</sup>

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<sup>28</sup>Lisna Megasari Aritonang. *The Influence Of Speech Acts Mastery Towards Grade VIII SMP Negeri 1 Badiri Students Speaking Ability In 2010-2011* (Unpublished Script), (Padangsidimpuan: UMTS, 2010)

<sup>29</sup>Nur Asmidah Lubis. *A Study On The Students Ability In Using Speech Acts Of The Grade Viii At Madrasah Tsanawiyah Islamiyah Panyabungan In 2010-2011 Academic Year* (Unpublished Script), (Padangsidimpuan: UMTS, 2010)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Time of the Research**

The place research be done at MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal. The location of school at village of Lobung. The time research be done during nine days that is from date 3 until 12 April 2014 .

#### **B. The Kinds of The Research**

This research used the qualitative descriptive. This research use a content analysis method with kind is manifest coding. L.R. Gay and Peter Airaisan state qualitative approach is based on the collection and analysis of nonnumeric data such as: observations, interviews, and other more discursive sources of information.<sup>1</sup>

Based on the method, this research used descriptive method. Descriptive research is involves collecting data in order to test hypotheses or

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<sup>1</sup> L.R Gay & Peter Airasian, *Educational Research: Competence for Analysis and Application* (USA: Prentice Hall, 2000), p.109

to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.<sup>2</sup>

Based on the statements above, the researcher can conclude that descriptive research means to analyze or make a sense perception (Descriptive) about situation or events. It is used to describe how the analysis of the students' speaking ability in describing objects at MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.

### **C. The Sources of the Data**

The source of data for this research consists of:

- 1.Primary Data, the data be collected from the students at grade XI MAN Simpang Gambir. The grade XI MAN Simpang Gambir only four classes. The researcher will take only one class to do the research because it will be representative to take the result of the research. So, there are 26 students who answer the oral test and interview. It is grade XI IPA 1.
- 2.Secondary Data, the data will be collected from the English teacher and Headmaster.

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<sup>2</sup>*Ibid.*,p.315.

#### **D. The Technique of the Collecting Data and Instruments**

The key instrument of this research is the researcher. The researcher will take the data by the students to collect the valid data.

Based on the sources of data, for the primary data the researcher used the test question sheet as an instrument for collecting the data, although this research uses the qualitative research. L.R. Gay state: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (e.g. test scores) data in studies, resulting in the need for statistical analysis”.<sup>3</sup>

Suharsimi Arikunto state that: “Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain”.<sup>4</sup>

Based on the statement above, the researcher chooses the instrument of collecting data in this research. They are:

##### **1. Test**

The researcher will use some test with model of questions sheet to get information about the student’s speaking ability in describing objects in form performance. The researcher will make 2 questions sheet every students. It is has five items and the high score for each item are 3. The totally of score for question sheet is 15. About this test done on date 3, 4, 5, 7 and 8 Mei 2014. And follows indicators test it.

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<sup>3</sup>*Ibid.* p. 109

<sup>4</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT. Rineka Cipta,2003),p.223



**TABLE 1**

<b>No</b>	<b>Aspek yang di nilai</b>	<b>Skor</b>
<b>1</b>	<b>Accent ( Logat)</b>	
	Logat tepat	20
	Logat cukup tepat	15
	Logat kurang tepat	10
	Logat tidak tepat	05
<b>2</b>	<b>Grammar ( Tatabahasa)</b>	
	Tatabahasa bagus	20
	Tatabahasa cukup bagus	15
	Tatabahasa kurang bagus	10
	Tatabahasa tidak bagus	05
<b>3</b>	<b>Vocabulary ( Kosa Kata)</b>	
	Kosa Kata banyak	20
	Kosa Kata cukup banyak	15
	Kosa Kata kurang banyak	10
	Kosa Kata tidak banyak	05
<b>4</b>	<b>Fluency ( Kelancaran)</b>	
	Ujaran lancar	20
	Ujaran cukup lancar	15
	Ujaran kurang lancar	10
	Ujaran tidak lancar	05
<b>5</b>	<b>Comprehension (pemahaman)</b>	
	Pemahaman tepat	20
	Pemahaman cukup tepat	15
	Pemahaman kurang tepat	10
	Pemahaman tidak tepat	05
Skor Maksimal		15

## 2. Interview

Interview is a purposeful interaction usually between two peoples, focused on one person to get information from the other person.<sup>5</sup> In this research, the researcher will use structural interview. In structural interview the researcher prepares the question an alternative of the answer that will be given to the respondent.<sup>6</sup> So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. About this interview to students done on date 9 Mei 2014. Next, interview to English teacher and headmaster on date 10 Mei 2014.

## E. The Technique of the Data Analysis

After collecting the data. The research done analyzed the data. The technique of data analysis will be presented in descriptive term.

The data will be analyzed by the following procedures:

1. Classification of data. It was done to classify of primary data. In this step the researcher calculate the oral test result every students on question sheet with the formula by as follows:

$$\text{Nilai} = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

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<sup>5</sup> Gay & Peter Airasian, *Op. Cit.*, p.219.

<sup>6</sup>Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p.136

2. After get result it. Next, researcher ask mean. With formula as follows:

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

$\bar{X}$  : Rata – Rata Hitung.

$\sum X$  : Wakil Data.

$N$  : Jumlah Data.<sup>7</sup>

3. Description of data. It was done to describe or interpretation of data that have been collected systematically. The data was presented by using score interpretation

**TABLE 2**

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good <sup>8</sup>

4. Take a conclusion. It was done to conclude the discussion solidly and briefly.

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<sup>7</sup> Iqbal Hasan, *Pokok-Pokok Materi Statistic I*( Jakarta: PT Bumi Aksara. 2008), p.72

<sup>8</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p. 89.

## F. The Technique of The Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:<sup>9</sup>

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expose the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of observation, interview and test.

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<sup>9</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosda Karya, 2009.p,175.

## **G. The Validity Test**

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretations of test scores. A test not valid per se; it is valid for a particular interpretation and for a particular group. Each intended score interpretation requires its own validation. Validation is a matter of degree test are not valid or invalid, they are highly valid, moderately valid, or generally invalid. The three main forms of validity are content, criterion-related, and construct. They are viewed as interrelated, not independent aspects of validity.<sup>10</sup>

Content validity is the degree to which a test measures an intended content area. It requires both item validity and sampling validity. Item validity is concerned with whether the test items are relevant to the intended content area, and sampling validity is concerned with how well the test sample represents the total content area. Content validity is of prime importance for achievement test.

Criterion related validity has two forms, concurrent validity and predictive validity. Concurrent validity is the degree to which the scores on a test are related to scores on another test administered at the same time. Predictive validity is the degree to which scores on a test are related to scores

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<sup>10</sup> L.R.Gay and Peter Airaisan, Op.Cit., P.161-168.

on another test administered in the future. In both case, a single group must take both tests.

Construct validity is the most important form of validity. Constructs underlie research variables and construct validity seeks to determine whether the construct underlying a variable is actually being measured.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

#### **A. Findings**

##### **1. General Findings**

This research was conducted in MAN Simpang Gambir, which located at Jln. Lobung Simpang Gambir No. 5 Simpang Gambir. MAN Simpang Gambir is one of the senior high school in Simpang Gambir. This school was built in 1980. This school is land's Mr. Symnur are given as impact. This school have area as large as 1 Ha. For the first step, the government built 5 Classrooms, 1 Teachers' Room and 1 Library Room. For the second step. the government built 8 Classrooms, 1 Mosque, 1 lab Fisika, Kimia, Biologi, Computer Room, 4 Bath Room, 1 Administration Room, 1 UKS Room, 1 BP Room, and 1 Security Room. For the third step. 1 Assistent Headmaster's Room, Field Volly, Field Badminthon, Table Tennis, and Field Park.

MAN Simpang Gambir had been headed by fourt principles, they are: Dra. Gusti Lubis, Drs. Darwin Nasution, Raid, S.Ag and Thairuddin, S.Ag

This school has location borders as below:

- a. North side is abutted with coconut garden .H. Abror Azzam. S.Pd

- b. East side is abutted with education Lingga Bayu office
- c. South side is abutted with wet rice field Lobung society.
- d. West side is abutted with inhabitant Lobung.

The location was not too far from main street and easy to be reached. The wide of area was 1 Ha, that's wide enough to create the effective learning environment. MAN Simpang Gambir was also had good infrastructures; those were the infrastructures that we could find in MAN Simpang Gambir.

**TABLE 3**

**Infrastructures of MAN Simpang Gambir**

<b>No</b>	<b>Kinds of infrastructure</b>	<b>Total/Wide</b>
1	Landmass	1 ha
2	Park	100 m
3	Sport area	300 m
4	Classes	13 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Vicu Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla	1 Room
14	Bath room	4 Room
15	UKS room	1 Room
16	Student's consult (BP/BK)	1 Room <sup>1</sup>

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<sup>1</sup>Data was taken From Administration Data of MAN Simpang Gambir.



From those infrastructures above, physically, MAN Simpang Gambir had a sufficiency building, where all buildings even classes or offices had built permanently. To complete the process of teaching learning, MAN Simpang Gambir has 22 teachers and 4 administraction<sup>2</sup>

Especially for English lesson, MAN Simpang Gambir had 2 teachers, they were: Yusnawati, S. Pd and H. Abror Azzam.S.Pd<sup>3</sup>

From the English teachers above, the researcher was interview Yusnawati, S.Pd.I. MAN Simpang Gambir had 13 classes, they were: 5 classes grade X, 4 classes grade XI and 4 classes grade XII. Especially for the grade XI there were 104 students.

**TABLE 4**

**The Grade XI students in MAN Simpang Gambir**

<b>Class</b>	<b>Total</b>
<b>XI IPA .1</b>	<b>26 students</b>
XI IPA .2	27 students
XI IPS .1	28students
XI IPS .2	23 students
<b>Total</b>	<b>104 students<sup>4</sup></b>

**2. Specific Findings**

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<sup>2</sup>*Ibid.*

<sup>3</sup>*Ibid.*

<sup>4</sup>*Ibid.*

**a. The Description Of The Students' Speaking Ability In Describing Objects At Grade XI IPA 1 MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.**

As stated the previous chapter that the instrument of this research was oral test. In this case, the students were asked to answer with oral test from the questions sheet about the students' speaking ability in describing objects. The description score of them in identifying students' speaking ability in describing objects could be seen as below:

**1. Accent**

The description result of accents' students at grade XI IPA 1 MAN Simpang Gambir is as follows :

Ahmad Suraji 05, Annisa 15, Agus Royhan 10, Ani Rayani Indri 10, Darmina Erlina 10, Harun Lubis 05, Irmadani 05, Ida Pausiah 10, Indra Prayetno 10, Nur Hamidah 10, Pargalutan 10, Rini Suryani 10, Riski 05, Rahman Lubis 05, Saddam Saputera 05, Supretno 05, Juarno 10, Sumiatun 05, Sakinah 05, Erni Pausia 05, Umri Gunawan 10, Subur 10, Imam 05, Tina Hartina 05, Yanti Hasibuan 05 and Feri Ansyah 10.

Based the result of the oral test given to respondents. The score 05 were thirteen students, the score 10 were twelve students

and the score 15 just one student. Then, the highest score gotten by respondents is 15 and the lowest score is 05. From score above so, accents' students at grade XI IPA 1 can be categorized into low categories because mean score is 3.92%.

## 2. Grammar

The description result of grammars' students at grade XI IPA 1 MAN Simpang Gambir is as follows :

Ahmad Suraji 05, Annisah 10, Agus Royhan 05, Ani Rayani Indri 05, Darmina Erlina 10, Harun Lubis 05, Irmadani 05, Ida Pausiah 10, Indra Prayetno 10, Nur Hamidah 05, Pargalutan 05, Rini Suryani 05, Riski 05, Rahman Lubis 05, Saddam Saputera 05, Supretno 05, Juarno 05, Sumiatun 05, Sakinah 05, Erni Pausia 05, Umri Gunawan 10, Subur 05, Imam 05, Tina Hartina 05, Yanti Hasibuan 05 and Feri Ansyah 05.

Based the result of the oral test given to respondents. The score 05 were twenty one students and the score 10 were ten students. Then, the highest score gotten by respondents is 10 and the lowest score is 05. From score above so, grammars' students at grade XI IPA 1 can be categorized into Enough categories because mean score is 5.96 %.

### **3. Vocabulary**

The description result of vocabularies' students at grade XI IPA 1 MAN Simpang Gambir is as follows :

Ahmad Suraji 10, Annisah 10, Agus Royhan 05, Ani Rayani Indri 05, Darmina Erlina 05, Harun Lubis 10, Irmadani 10, Ida Pausiah 05, Indra Prayetno 10, Nur Hamidah 05, Pargalutan 05, Rini Suryani 05, Riski 10, Rahman Lubis 10, Saddam Saputera 10, Supretno 10, Juarno 05, Sumiatun 10, Sakinah 10, Erni Pausia 10, Umri Gunawan 05, Subur 05, Imam 10, Tina Hartina 10, Yanti Hasibuan 10 and Feri Ansyah 05.

Based the result of the oral test given to respondents. The score 05 were eleven students and the score 10 were fifteen students. Then, the highest score gotten by respondents is 10 and the lowest score is 05. From score above so, vocabularies' students at grade XI IPA 1 can be categorized into good categories, because mean score is 7,88%.

### **4. Fluency**

The description result of fluencies' students at grade XI IPA 1 MAN Simpang Gambir is as follows :

Ahmad Suraji 05, Annisah 15, Agus Royhan 10, Ani Rayani Indri 10, Darmina Erlina 10, Harun Lubis 05, Irmadani 05, Ida Pausiah 10, Indra Prayetno 10, Nur Hamidah 10, Pargalutan 10, Rini Suryani 10, Riski 05, Rahman Lubis 05, Saddam Saputera 05, Supretno 05, Juarno 10, Sumiatun 05, Sakinah 05, Erni Pausia 05, Umri Gunawan 10, Subur 10, Imam 05, Tina Hartina 05, Yanti Hasibuan 05 and Feri Ansyah 10.

Based the result of the oral test given to respondents. The score 05 were thirteen students, the score 10 were twelve students and the score 15 just one student. Then, the highest score gotten by respondents is 15 and the lowest score is 05. From score above so, fluencies' students at grade XI IPA 1 can be categorized into good categories because mean score is 7,69 %.

## **5. Comprehension**

The description result of comprehensions' students at grade XI IPA 1 MAN Simpang Gambir is as follows :

Ahmad Suraji 10, Annisah 15, Agus Royhan 10, Ani Rayani Indri 10, Darmina Erlina 10, Harun Lubis 10, Irmadani 10, Ida Pausiah 10, Indra Prayetno 10, Nur Hamidah 10, Pargalutan 10, Rini Suryani 10, Riski 10, Rahman Lubis 10, Saddam Saputera 10, Supretno 10, Juarno 10, Sumiatun 10, Sakinah 10, Erni Pausia 10,

Umri Gunawan 10, Subur 10, Imam 10, Tina Hartina 10, Yanti Hasibuan 10 and Feri Ansyah 10.

Based the result of the oral test given to respondents. The score 10 were twenty five students and the score 15 just one student. Then, the highest score gotten by respondents is 15 and the lowest score is 10. From score above so, accents' students at grade XI IPA 1 can be categorized into very good categories because mean score is 10,19 %.

**b. The Description of The Students' Speaking Ability Difficulties In Describing Objects At Grade XI MAN Simpang Gambir Kec. Lingga Bayu Kab. Mandailing Natal.**

Based on the result of the interview to students, there were some difficulties that usually faced by students when describing objects in front of class. The difficulties could be seen as below:

**1. Accent**

According to Ahmad Suraji, that accent when describing objects very difficulties because he has not studied before it. until he gotten accent score 05.<sup>5</sup> Annisa said that accent when describing

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<sup>5</sup> Ahmad Suraji. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

is many difficulties because she has not studied in the school, until she gotten accent score 15.<sup>6</sup> Next, Agus Royhan said that accent have difficulties because he has not drill, until he gotten accent score 10.<sup>7</sup> Then, Ani Rayani Indri said that accent when describing objects were difficulties because she don't like lesson it until she gotten accent score 10.<sup>8</sup> After it, Darmina Erlina said that accent when describing she found many difficulties because she has not book about it, until she gotten accent score 10.<sup>9</sup>

## 2. Grammar

According to Harun Lubis, that grammar when describing objects very difficulties because he has not book about it, until he gotten grammar score 05.<sup>10</sup> Irmadani said that grammar when describing is many difficulties because she has not studied in the school, until she gotten grammar score 05.<sup>11</sup> Next, Ida Pausiah said that grammar have difficulties because he has not drill in the house,

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<sup>6</sup> Annisa. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>7</sup> Agus Royhan. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>8</sup> Ani Rayani. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>9</sup> Darmina Erlina. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>10</sup> Harun Lubis. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>11</sup> Irmadani. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

until he gotten grammar score 10.<sup>12</sup> Then, Indra Prayetno said that grammar when describing objects were difficulties because she don't like lesson it until she gotten grammar score 10.<sup>13</sup> After it, Nur Hamidah said that grammar when describing she found many difficulties because she has not question to English teacher, until she gotten grammar score 05.<sup>14</sup>

### 3. Vocabulary

According to Pargalutan, that vocabulary when describing objects very difficulties because he has not memorized it, until he gotten vocabulary score 05.<sup>15</sup> Rini Suryani said that vocabulary when describing is many difficulties because she has not dictionary in the school, until she gotten vocabulary score 05.<sup>16</sup> Next, Riski said that vocabulary have difficulties because he has not drill to memorized, until he gotten vocabulary score 10.<sup>17</sup> Then, Rahman Lubis said that vocabulary when describing objects were difficulties because she don't like lesson it until she gotten vocabulary score

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<sup>12</sup> Ida Pausiah. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>13</sup> Indra Prayetno. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>14</sup> Nur Hamidah. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>15</sup> Pargalutan. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>16</sup> Rini Suryani. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>17</sup> Riski. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.



10.<sup>18</sup> After it, Saddam Saputera said that vocabulary when describing she found many difficulties because she has not plan about it, until she gotten vocabulary score 10.<sup>19</sup>

#### 4. Fluency

According to Supretno , that fluency when describing objects very difficulties because he has not studied before it, until he gotten fluency score 05.<sup>20</sup> Juarno said that fluency when describing is many difficulties because she has not studied in the school, until she gotten fluency score 10.<sup>21</sup> Next, Sumiatun said that fluency have difficulties because he has not drill at the house, until he gotten fluency score 05.<sup>22</sup> Then, Sakinah said that fluency when describing objects were difficulties because she don't like lesson it until she gotten fluency score 05.<sup>23</sup> After it, Erni Pauziah said that fluency when describing she found many difficulties

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<sup>18</sup> Rahman Lubis. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>19</sup> Saddam Saputera. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>20</sup> Supretno. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>21</sup> Juarno. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>22</sup> Sumiatun. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>23</sup> Sakinah. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

because she has not studied by English teacher about it, until she gotten fluency score 05.<sup>24</sup>

## 5. Comprehension

According to Umri Gunawan , that comprehension when describing objects very difficulties because he don't like lesson of English, until he gotten comprehension score 10.<sup>25</sup> Subur said that comprehension when describing is many difficulties because she has not studied in the school, until she gotten comprehension score 10.<sup>26</sup> Next, Imam said that comprehension have difficulties because he has not drill listen in the tape recorder, until he gotten comprehension score 10.<sup>27</sup> Then, Tina Hartina said that comprehension when describing objects were difficulties because she don't like lesson it until she gotten comprehension score 10.<sup>28</sup> After it, Yanti Hasibuan said that comprehension when describing she found many difficulties because she has not talent about it, until

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<sup>24</sup> Erni Pauziah. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>25</sup> Umri Gunawan. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>26</sup> Subur. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>27</sup> Imam. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>28</sup> Tina Hartina. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

she gotten comprehension score 10.<sup>29</sup> and the last Feri Ansyah said that that comprehension when describing she found many difficulties because she has not skill in listening, until she gotten comprehension score 10.<sup>30</sup>

## **B. Discussion**

After analyzing the collecting data, it was gotten that the students' speaking ability in describing objects at the grade eleven MAN Simpang Gambir can be categorized in to low categories. It can be known from the calculating score the students' speaking ability in describing objects was 36,5% can be categorized into low category. While according to research done by Suci Mestika Siregar entitled " an analysis on the students' competence in speech at the grade XI SMK Muhammadiyah 13 Sibolga in 2010-2011 academic years". The concluding of her research as the grade XI students of SMK Muhammadiyah 13 Sibolga in 2010-2011 academic year that the result of her research were 46,5 % can be categorized in to enough category.<sup>31</sup> While, according to research done by Lisna Megasari Aritonang entitled "The Influence of speech acts mastery towards grade VIII SMP Negeri 1 Badiri

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<sup>29</sup> Yanti Hasibuan. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>30</sup> Feri Ansyah. The student of XI IPA 1 at MAN Simpang Gambir, *Interview* at, 09<sup>th</sup> April 2014.

<sup>31</sup> Suci Mestika Siregar. An analysis on the students' competence in speech at the grade XI SMK Muhammadiyah 13 Sibolga in 2010-2011 academic years (Unpublished Script), (Padangsidempuan: UMTS, 2010)

students speaking ability in 2010-2011". The concluding of this research is the Influence of speech acts mastery towards grade VIII SMP Negeri 1 Badiri in 2010-2011 academic year that the result of her research were 53,80 % can be categorized in to enough category.<sup>32</sup>

Nur Asmidah Lubis entitled " a study on the students ability in using speech acts of the grade VIII at Madrasah Tsanawiyah Islamiyah Panyabungan in 2010-2011 academic year. The concluding of this research is a study on the students ability in using speech acts of the grade VIII at Madrasah Tsanawiyah Islamiyah Panyabungan in 2010-2011 academic year that the result of her research were 20 % can be categorized in to very low category.<sup>33</sup>

There are some problems that faced by students when they describing objects in front of class, there were vocabularies, grammar and understand section or characteristic about describing objects. It can be seen from the students' score. Almost all of student got low score. In addition, based on interview with English teacher, the researcher has found the same answer. The students faced difficulties in describing objects because they are were lack of

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<sup>32</sup>LisnaMegasariAritonang. The Influence of speech acts mastery towards grade VIII SMP Negeri 1 Badiri students speaking ability in 2010-2011 (Unpublished Script), (Padangsidimpuan: UMTS, 2010)

<sup>33</sup>NurAsmidahLubis. A study on the students ability in using speech acts of the grade VIII at Madrasah TsanawiyahIslamiyahPanyabungan in 2010-2011 academic year (Unpublished Script), (Padangsidimpuan: UMTS, 2010)

mastering poor vocabularies, grammar and understand section or characteristic describing objects.

From the explain above that the students' speaking ability in describing objects if connected with result of the research can be categorized in to low categories. Because, the result found 36,5 %.

Based on the of students' oral test, students' interview, headmaster and English teacher interview that students did not know about describing objects. Then students did not have vocabularies and students did not have self confidence in describing objects. It's all known from result of students' oral test, students' interview and English teacher interview. So, the data obtained are true according to the results for the three sources say the same thing about the student's speaking ability in describing objects.

### **C. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the oral test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the oral test seriously. So, the researcher took the result answers oral test directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because

there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the result of the test done by students, observation and interview done by the researcher about analysis of the students' speaking ability in describing objects at grade XI IPA 1 MAN Simpang Gambir, the researcher conclude as follow:

In this case, the conclusions of this research as the following:

1. The students' ability in describing objects at grade XI IPA 1 MAN Simpang Gambir as follows: accent low categories, mean score is 3,92 %. Grammar enough categories, mean score is 5,96 %. Vocabulary good categories, mean score is 7,88 %. Fluency good categories, mean score is 7,69%. Comprehension very good categories, mean score is 10,19%. If be added low categories, if all mean score is added becoming 39,42%.
2. There were some students' difficulties when describing objects, they were aaccent has not studied before it, has not studied in the school, has not drill, don't like lesson it, has not book about it. Grammar they were has not book about it, has not studied in the school, has not drill in the house, don't like lesson it, has not question to English teacher. Vocabulary difficulties when describing objects, they were has not memorized it, has not dictionary in the school, has not drill to memorized, don't like lesson

it, has not plan about it. Fluency difficulties when describing objects, they were has not studied before it, has not studied in the school, has not drill at the house, don't like lesson it, has not studied by English teacher about it. Comprehension difficulties when describing objects, they were don't like lesson of English, has not studied in the school, has not drill listen in the tape recorder, has not talent about it, has not skill in listening

## **B. Suggestions**

In every point of conclusion has the point of suggestion. In order to reduce the problems arising in learning English, especially in describing objects some suggestions would be advisable to follow, they are as the following:

1. To the head headmaster of MAN Simpang Gambir to support the English teacher to increase students' ability in their accent, grammar, vocabulary, fluency and comprehension. And the headmaster should give opportunity for the English teacher to follow seminar and upgrade to increase knowledge for the English teacher.
2. To the English teacher of MAN Simpang Gambir are hoped to develop the students' accent, grammar, vocabulary, fluency and comprehension in describing objects.
3. To the students of MAN Simpang Gambir should do practice in study English especially accent, grammar, vocabulary, fluency and comprehension in describing objects.



4. Parents are suggesting watching their sons and daughters to do exercise at home. This is very important, so the students are very active and do their exercise. By doing so the convergent situations between school and home.
5. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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