



**THE STUDENTS' SPEAKING ABILITY AT GRADE
VIII MADRASAH TSANAWIYAH SWASTA
BAHARUDDIN TAPANULI SELATAN**

A THESIS

*Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S. Pd)
in English Program*

Written By:

LETMAIDA DONGORAN

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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MADRASAH TSANAWIYAH SWASTA BAHARUDDIN
TAPANULI SELATAN**

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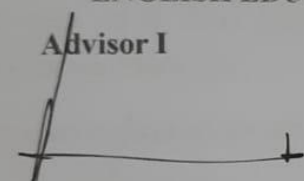
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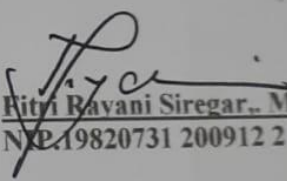
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items: 7 (Seven) exemplars

Padangsidempuan, Juni 2021
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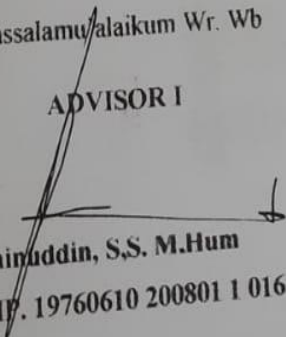
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to **LETMAIDA DONGORAN**, entitled **"THE STUDENTS' SPEAKING ABILITY AT GRADE VIII MADRASAH TSANAWIYAH SWASTA BAHARUDDIN TAPANULI SELATAN"** we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of E. Dept. Of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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Madrasah Tsanawiyah Swasta Baharuddin
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ABSTRACT

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This research is taken based on fact of students speaking ability at grade VIII madrasah tsanawiyah swasta baharuddin tapanuli selatan. The researcher found that the ability of students, such as lack of using English when speak in public speaking activity and communicating in classroom and also poor in vocabulary. The aims of the research is to analyzed the students' speaking ability, to find the students difficulties in students speaking ability at grade VIII madrasah tasanawiyah swasta baharuddin tapanuli selatan.

The method research is descriptive and qualitative approach. Descriptive research involves collecting data in order to answer question about the opinions of people about some topic or issue and descriptive research also called survey research.

This research was done in madrasah tsanawiyah swasta baharuddin tapanuli selatan. the score of the data at the viii madrasah tsanawiyah swasta baharuddin tapanuli selatan with the total 33 students. The souch the data is purposive sampling, there is 19 students at grade VIII in madrasah tsanawiyah swasta baharuddin tapanuli selatan.

After getting the result of the research, it can be concluded the student speaking ability at grade VIII madrasah tsanawiya swasta baharuddin tapanuli selatan is 39,47% from their test. Its mean the students speaking ability is low categorize. From their interview the researcher found all of them poor in vocabulary and teacher of English just give the matery seldom to practice. So media and facilities like library and books, language laboratory is well but could not improved their speaking because the rarely used it.

Key words: Speaking ability, Vocabulary, Accent, Fluency, Performance.

ABSTRAK

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Penelitian ini diambil berdasarkan fakta kemampuan berbicara siswa kelas VIII madrasah tsanawiyah swasta baharudddin tapanuli selatan. Penelitian ini ditemukan bahwa kemampuan siswa seperti kurangnya penggunaan bahasa inggris pada saat berbicara dalam aktivitas di dalam kelas serta kurangnya kosakata. tujuan penelitian ini di buat untuk menganalisis kemampuan berbicara siswa, untuk mengetahui kesulitan siswa dalam berbicara di kelas VIII madrasah tsanawiyah swasta baharudddin tapanuli selatan.

Metode penelitian yang digunakan adalah metode pendekatan deskriptif dan kualitatif. Penelitian deskriptif melibatkan pengumpulan data untuk menjawab pertanyaan tentang pendapat masyarakat tentang suatu topic atau masalah dalam penelitian deskriptif disebut penelitian survey.

Penelitian ini dilakukan di madrasah tsanawiyah swasta baharudddin tapanuli selatan. Skor data yang di ambil dari siswa kelas delapan mts baharudddin yang berjumlah 33 siswa. Sumber data menggunakan purposive sampling yaitu siswa kelas delapan mts baharudddin yg jumlahnya 19 siswa. Data diolah dan di analisis dengan proses kualitatif.

Berdasarkan hasil penelitian dapat di simpulkan bahwa kemampuan berbicara siswa kelas delapan dari hasil tes adalah 39,47%. Artinya kemampuan berbicara siswa masih kategori rendah. Dari hasil interview peneliti menemukan kelemahan siswa pada kosa kata. Guru bahasa inggris juga jarang memberikan latihan.

Kata kunci : kemampuan berbicara , kosakata, aksen, kefasihan, kinerja.

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Padang sidimpuan, APRIL 2021

The researcher

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THEORETICAL DESCRIPTION

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CHAPTER I

INTRODUCTON

A. Background of the problem

In indonesia, English is a foreign language. Learning foreign language is an integrated process that the students should study the four basic skills, they are reading, writing, listening and speaking. Students use it to understand their world trough listening and reading and to communicate their feeling and desires through writing and speaking.

English as the world language is to correlate between one country to another country. Deposition English in the school curriculum, English as the main language in primary scchool, up to university. The material of teaching English are; speaking, reading, writing and listening. The student have to be able mastery four of basic skill.

Speaking is one of the importanat skill in language learning besides, Listening, writting and reading. Speaking is the act, utterance or discourse one who speak. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a person of communication between speakers and listners.¹

Therefore with speaking the can motivate, and build up person to to be agood character or on the contrary. With speaking we can take and give information with another people. But, many people feel the speaking

¹Tarigan, H Guntur, *Prinsip-Prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung : Angkasa, 1990).

is difficult but if they want to try to share what we feel to another people with speaking, it's come easy. Then we don't forget to practice over and over.

Most of students not interest in learning English language. Students said that English is very difficult subject, so, students lazy to learning it. Especially in speaking, between then written and speaking/ pronunciation is not same. Make students less confidence when they speak English. They would rather to keep silet than to try speaking.

Speaking is one of the four skills in language learning beside listening, writing and reading. Speaking is the tool of communication, utterance or discource of who want to speak. It also can be defined as an activity and giving opnion nd asking for as of dialoguing by people to another people. In speaking, there is process of communication between speaker and listener. People put thought and feeling into words, sharing about pereptions and the speaker telling about something to another people until they are understand, and the purposes of speaking is as an informative, invitational, dispositional and actuation.

The effort in increasing speaking, like solving the curriculum, tool and infrastructure. And also the teacher have to think how to make students speaking ability for our purpose. There are so many approaches, methods, and techniques that can be used by the teacher.

There are many problem of speaking ability in Madrasah Tsanawiyah Swasta Baharuddin Tapanuli Selatan. Based on some students

are poor in speaking English. When the teacher ask them to speak their expression and argumentation in the discussion, they are able to do it. Students are ashamed to say anything in English, even though they are afraid to making mistake and being laughed by their friends.

Based on the explanation above and students' speaking ability difficulties at grade VIII MTs Baharuddin. The researcher is interesting to conduct the research entitle “ **THE STUDENTS' SPEAKING ABILITY AT GRADE VIII MADRASAH TSANAWYAH BAHARUDDIN TAPANULI SELATAN.**

B. Identification of the problem

Based on the background on the reserch mentioned above, researcher finds some problem in student speakng ability at grade VIII Madrasah Tsanawiyah Swasta Baharuddin Tapanuli Selatan. The problem are , students like to use their native language more than English language in teaching learning process, the rarely practice to use English communcated and some students were shy and not confident to speak English in speakng class, specially in front of the class. It's not only comes from students' self, but also omes from other. Its can come from teacher, because when they teach English dont use various technique, until the students lazy to study English, especially when their speaking.

C. Focus of the prolem

Based on the dentfications of the problem above, there are many problems included in English. It imposible to search all. So the reasearher limits the problems on students speaking abilty at grade VIII Madrasah tsanawiyah swasta baharuddin tapanuli selatan.

D. The formulation of the problem

The formulations of the problem in this researc is

1. How is students' speaking ability at gradeVIII madrasah tsanawiyah swasta baharuddin tapanuli selatan?
2. What are students' dfficulties on speking ability at grade VIII madrasah tsanawiyah swasta baharuddin tapnuli selatan?

E. The Aims of Research

Based on the formulation of the problem above, the objective on the research is as follow:

1. To describe the students, speaking ability at grade VIII madrasah tsnawiyh swasta baharuddin tapanuli selatan.
2. To identify the students'difficulties at grade VIII madrasah tsnawiyh swasta baharuddin tapanuli selatan.

F. The Significances of the Research

The result of ths research will be useful and benifitly to some categories below:

1. Headmaster, to encourage teachers to use the best technique for improving student's speaking ability at grade VIII madrasah tsnawiyh swasta baharuddin tapanuli selatan.
2. English teachers, to add references and technique in teaching and learning speaking that can make it more enjoyable and interesting to study.
3. Students, to can help them to improve their speaking ability in teaching learning.
4. Researchers, as the information to do more related research.

G. Defenition of terminologies

There are some key terms that used in ths research:

1. Students is a person who is studying in education department or from elementary school up to uniersity.
2. Ability is able to do or a level of skill or intelegence. The ability means the qualty or capacity of being able to do something well. Ability is capacity or power to do something physical and mental. That's mean to do something consists of phsycal or mental achievement. So, it can be determined as a skills, expertness or talent.
3. Student,s ability is a power level of skill or intelegence of a person who is studying in an education departement in performing something.
4. Speaking ability In oral communication, there is process of communication which conveys message from a speaker to listener has

to decide or interprets the message of information to listenr while encoding is the process of receiving information given by the speaker.

H. Outline of the thesis

The systematic of this research was dividdev nto five chapters. Each chpter consisted of many sub chapters with detail as follow:

Chapter I discuse about introduction they are : the first background of the problem. This research was acurate beause the researcher wanted to know how the students speaking ability at grade VIII MTs Baharuddin. The second focus of the problem. The third formulation of the problem. The fourth the aims of research. The fifth significant of the research. The sixth defenition of terminologies for all element of MTs Baharuddin.

Chapter II discussed about theoritical description and review of related finding. In theoritical review consistn of Students ability, Speaking ability, Speaking, purpose of speaking, prinsiple of speaking, kinds of speaking,components of speaking, material of speaking, testing speaking.

Chapter III discuse about the methodology of the research consis of: the first place and time. The second research design. This research would be conducted with qualitative descriptive .

Chapter IV, discuse of the result of the research, Discussion, threats of the reseach.

Chapter V, discuse about the concluding ang suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Review

1. Students ability

3. Students Ability comes from two words; students and ability. Student is a person who is studying a school and observes or has a particular rules of something². Based on the definition above, the researcher concludes that the student is the person who learn on the elementary, junior and senior high school whether it for formal education or informal education. So, students here means that a person who learns at grade VIII madrasah tsnawiyh swasta baharuddin tapanuli selatan.

Then Oxford dictionary stated that the ability is level of skill or intelligence.³ Ability is capacity or power to do something physical or mental, like: cleverness, intelligence a man of great or special natural power to do something well. While the Webster's New World Collage Dictionary," ability is the power to do something.⁴ Ability is the quality of being able to something especially the physical, mental and even financial responsibilities. May even the legal way of doing something⁵

²A.S. Homby, Oxford Advance Learner's Dictionary of Current English, (New York: Oxford University Press, 1995), p. 187.

³A.S. Homby, Oxford Advance Learner's Dictionary of Current English, (New York: Oxford University Press, 1995). 279

⁴ Victoria Neufeldt and David B. Guralnik, *Webster's New World Collage dictionary*, (USA: MacMillan, 1995), p. 2.

⁵http://answers.ask.com/science/psychology/what_is_ability

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

- a. Achievement is actual ability and can be measured by straight use of the instrument is potential 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 specially training.⁶

Marion said also ability is physical, mental or legal to perform. (he has ability to accomplish whatever he sets his mind to).⁷ Then G. & C. Say that the ability is physical, mental, or legal power to perform natural or acquired proficiency.

Student is a person who is studying in education department or from elementary school up to university⁸. The someone who study in order to enter a particular profession. Then, a person engaged in study one who devoted to learning. The learner, a pupil, a scholar, especially one who attend a school or who seeks knowledge from professional teacher or from books as the students of an academy.

2. Speaking Ability

Language skill is divided into two aspects. They are receptive and productive skill which are intended to be achieved by students. David Nunan say “language generated by the students (in speech or writing) was referred to productive. Language directed at the students (in reading or

⁶ H. Douglas Brown, *Teaching by principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238

⁷ Meriam Webster, *Webster's Collegiate Thesaurus*, (USA: Massachussets, 1979), p. 33.

listening) was called receptive.: it can be explained that speaking as the productive ability includes speech.

Lexically, speaking is the used of language to talk and exchange something to somebody in conversation orally.⁹ Speaking is fundamentally an nstrumental act.¹⁰ Whereas, generlly ability can be defined as potential (capcty) of power (to do something physical, or mental), or special natural power to do something well so can be meant as the power or skill of students' speaking skill fluently or not. Morevor, according to Robert lado speaking ability is;

Speaking ability is described as the ability to express oneself in lfe situations or the ability to report acts or stuations in preise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication stiations the sgnaling sytems of pronunciation, tress, intasion, grammatcal structure, nd vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.¹¹

Its can be oncluded that speaking ability is the oral act to express,converse, signaling systems, pronunciation, stress, imotation, grammatical structure, and voabulary of oneself in life situation.

3. Speaking

a. The Defenition of speaking

There are many defenition of speaking. Based on the Oxpord advanced learner's Dictionary¹² speaking is defned as to talk or

⁹ Eri Kurniawan , English in Vocational Contxt,(Bandung Grafndo Media Pratama, 2008),

¹⁰ Clark and Clark, Psycology and Language, (New York: Harcourt Brace Javonovich Inc, 1977.

¹¹ Robert Lado, Language Testing the Construction and use of Foreign Language Tests (USA: McGraw Hill Book Company, 1961, p.240-241.

¹²A.S.Hornby, Oxpord Advanced Learner's Dictionary Of Current English (New York: Oxpord University press,2005),p.1467

conversations to somebody about something or mention or describe something or somebody. Lawtie (2007) states that speaking is fundamental to human communication. Widdowson (1985:58) adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Hammer (1990:41) there are some purposes of someone doing communication.: 1). He wants to speak, 2). He has some communicative purpose he 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.

David Nunan stated that speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning.¹³ While the expert like Theodor 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.¹⁴

According to Kathleen speaking is : an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but is not completely unpredictable. Speaking is such as a fundamental human behaviour that we don't stop to analyse it unless there is

¹³David Nunan, Practical English Language Teaching (New York: McGraw-Hill Companies, 2003),p.

¹⁴ A.L. Chaney and T.L Burke, Teaching Oral Communication In Grades K-8 (Boston: Allyn&Bacon), p.13

something notable about it.¹⁵ So speaking is a process that producing and receiving meaning.

Next, speaking is to express or communication opinions, 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 Oxford Advanced Learner's Dictionary¹⁶ speaking is defined as to talk or conversation to somebody about something or mention or describe something or somebody.

In Richards's¹⁷ 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 complain about people's behavior, to make polite request, or to entertain people with jokes and anecdotes”

speaking is an interactive process of construction meaning that involves production, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on particular topic. Thus, speaking as

¹⁵ Kathleen M. Bailey, Practical English Language Teaching 1st Edition (New York: The Mc. Graw-Hill Company), p.52

¹⁶ A.S. Hornby, Oxford Advanced Learner's Dictionary Of Current English (New York: Oxford University press, 2005), p. 1467.

¹⁷ Jack.C. Richards and Willy A. Renandya, Methodology In Language Teaching (New York: Cambridge University press, (2002), p. 201.

interaction, and speaking as a social and situation based activity that involves how to construct the meaning.¹⁸

Speaking is a productive skill that can be directly and empirically observed, those are invariably colored by the accuracy and affectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.¹⁹

Speaking should be taught as it is used in real life. Where people use it for communication to express feeling, idea and emotion. In speaking we can take and give the information from speaker. “Speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning”.²⁰

So, the researcher concludes, speaking means the process of communication and giving knowledge about the ability to explore their feeling, thought and idea in spoken form.

b. The Purpose of Speaking

“purpose is reason for which is done or made.”²¹The researcher want to show what is the purpose of speaking; these are some purpose of speaking:

¹⁸I.S. P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122

¹⁹H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman, 2003), p. 140

²⁰David Nunan, *practical English Language Teaching*, (Singapore: Mc.Graw Hill, 2003),P.

²¹A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University press 2008) P. 357

1. Informative speaking, seeks to inform. Its goal is the listener understand something what the speaker understand about the subject what speaker talks and to get information.
2. Invitational speaking is hence an invitation to listeners in agreement or evaluation of some short. When we speak to persuade, we attempt to get listeners to take a point of view that they would not have done otherwise.
3. Dispositional speaking is more persuasive that it seeks to gain agreement on the attitude, value or belief. This can be very difficult thing to do because it is recreating identity.
4. Actuation speaking seeks to get people to act, to perform in some way. May be when the speaker speak is need to act to get understand betwee the speaker and the listener. Actuation speaking can be considered to be ultimate in persuasive speaking.²²

c. The principles of speaking

Principle is moral rule or strong belief that influences your action²³. As speaker, people must know what the principles of speaking are, so, here are six principles of speaking:

1. Perception: stop trying to be a great speaker. People want to listen to someone who is intresting, relaxed, and comfortable. In the

²²http://changingminds/speaking/preparing_presentation/purposespeaking.htm
accessed at september 24, 2014 retrieved on 09.30 pm

²³A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University press 2008), p. 271

daily conversations we have speak every day, we have no problem being ourselves.

2. Perfection: when you make a mistake, no one cares but you.

Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.

3. Visualization: if you can see it, you can speak it.

Winners in all aspects of life have this in common: they practice visualization to achieve their goals.

Discipline: practice make perfectly good.

Your goal is not be a perfect speaker. There is no such thing.

Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.

4. Description: make it personal.

Whatever the topic, audiences respond bet when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.

5. Anticipation: always leave 'em wanting more.

Always make your presentation just a little wrong and anticipated.²⁴

From the explanation above, there are six principle of speaking they are: perception, perfection, visualization, discipline, description and anticipation, if you've followed the six principles outline here you already have their attention and interest to speak.

²⁴<http://www.amanet.org/training/articles/seven-principles-of-Effective-public-speaking.aspx> accessed at Agustus 19, 2014 retrieved on 10.30 pm.

d. The Kinds of Speaking

Much of our language teaching energy is devoted to instruction in mastering English conversation.

1. Monologue: when one speaker uses spoken language for any length of time, as in speeches, lectures, readings and the like, the hearer must process long stretches of speech without interruption the stress of speech will go on whether or not the hearer comprehends.

The kinds of monologue:

- a) Planned: usually manifest little redundancy and are therefore relatively difficult to comprehend e.g., speech and other pre-written material.
- b) Unplanned: exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.
- c) Dialogue: involves two or more speakers.

The dialogue also divided into two kinds:

- a) Interpersonal: those exchanges that promote social relationships.
- b) Transactional: those for which the purpose is to convey propositional or factual information.²⁵

So, the researcher can conclude from the explanation above, that the kinds of speaking divided into two kinds, are

²⁵H. Douglas Brown, Language Assessment: Principle and Classroom Practices, (San Francisco: Longman, 2003) p.236-237

monologue and dialogue. As the speakers must know what they want to use when speaking.

e. The components of Speaking

According to Hornby, “Component is any of the parts of which is made.”²⁶ The speaker must know the component of speaking, according to Harmer there are four components of speaking as follows:

1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as saying I would have gone) but also use the fluent ‘connected speech’ (as I’d’ve gone). In connected speech sounds are modified, omitted, added (linking r), or weakened. It is for students to improve their connected speech in the activities.

2. Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of devices contributes to the ability to convey meanings.

²⁶A. S Hornby, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University press 2008) p. 86

3. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrase, especially in the performance of certain language functions. Teacher should to convey a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4. Negotiation language

Effective speaking benefist from the negotiatory language we use to seek clarification and to show the sturture of what we are saying. To offer phrases such as: (I'm sorry) I didn't quite catch or could you explain that again, please?.²⁷

The researcher cooncludes that every speaker must know the component of speaking like connected speech, expressive device, lexis and grammar, or negotiation language.

f. The Material of Speaking

To make the research more clearly, the researc want to present some speaking some materials that use for students at the grade X1 of SMA Negeri 5 padangsidmpuan based on my teaching experience when I will teach. Presenting the speaking materials is expected to make a suitable with the research test. There speaking materials at the grade X1 SMA Negeri 5 padangsidmpuan.

²⁷Jeremy Harmer, *Op. Cit.*, p.269-267

- 1) Comprehending transactional and interpersonal conversation in formal and sustained from in daily life context.
 - (a) Responding transactional conversation and interpersonal in formal and sustained from accurately, fluently, and acceptable that use variety oral language in daily life context that consist of :expressing agree and disagree, asking for, giving opinion, expressing love and sadnees, expressing pain and relief.
- 2) Comprehending short functional text and monolog in narrative, hortatory exposition and spoof shape in daily life context.
 - a) Responding to the formal and informal short functional text that use variety oral language accurately, fluently, and acceptable in daily life context.
 - b) Responding monolog text that use variety oral language in daily life context in narrative, hortatory exposition and spoof shape.²⁸

From the explanation above, so the materials of speaking at MTs Baharuddin consist of: expressing agree and disagree, asking for, giving opinion, love and sadness, pain and relief, narrative, hortatory, and spoof text. So, the reseacher choose giving opinion ability to test speaking.

²⁸Eka Mulyana Astuti, *English Zone* (jakarta: PT Glora Aksara Pratama,2006), P.4

g. Speaking difficulties

Each people have some difficulties in speaking. According to Brown and Douglas there are eight characteristics that make speaking difficult.

1. Clustering

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

2. Redundancy

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

3. Reduced form

Contractions, elisions, reduced vowels, etc. All from special problems in teaching spoken English (see below, section on pronunciation)

4. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery.

7. Stress rhythm and intonation

This is the more important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.²⁹

h. Testing Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably skills, which necessarily compromise the reliability and validity of an oral production.

²⁹ Brown, H., Douglas, Teaching by Principles An Interactive Approach to Language Pedagogy, (United States of America: Inc: San Francisco State University, 1994), p.256.

According to Arthur Hughes there six categories to measure speaking skills such as:

1) Accent³⁰

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.³¹

The Accent can be identified looks like this:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) Foreign Accent and requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d) Marked “foreign accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of : foreign accent”³²

2) Grammar

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 meanings (semantics).³³

³⁰Arthur Hughes, *Testing for Language Teachers* (USA:Cambridge University Press, 1990),P.111

³¹Victoria Neufeldt,*Webster New World Collage Dictionary-3 rd*(New York: Simon & Schuster Inc, 1995),p.7

³²Arthur Hughes, *Testing for Language Teachers* (USA:Cambridge University Press, 1990),P.111

³³Victoria Neufeldt,*Webster New World Collage Dictionary-3 rd*(New York: Simon & Schuster Inc, 1995) P.286

Grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrases
- b) Constant errors showing of very few major patterns and frequently preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.³⁴

3) Vocabulary

Vocabulary is more than a list of target language words.³⁵

Vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas(time, food, transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- e) Vocabulary apparently as accurate and extensive as that of an educated native speaker.³⁶

4) Fluency

³⁴Arthur Hughes, *Testing for Language Teachers* (USA:Cambridge University Press, 1990),P.111

³⁵David Nunan, *practical English Language Teaching*, (Singapore: Mc.Graw Hill, 2003),P.

P.258

³⁶Arthur Hughes, *Testing for Language Teachers* (USA:Cambridge University Press, 1990),P.111

“ A fluent speaker is the ability of a person to speak flowing and natural, it using with a concimitant playing down of the bits and piece of grammar and phonology”.³⁷

So, defenition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually imposible.
- b) Speech is very slow and uneven except for short or routine sentence
- c) Speech is frequently hesitant and jerky: sentence may be left uncomlated.
- d) Speech is occasionally hesitant, with some unevennes caused by rephrasing and groping for words.
- e) Speech is effortless and smooth, but perceptibly non-native in speech and advenness.
- f) Speech on all professional and general topics as effortless and smooth as a native speaker.³⁸

5) Comprehension

Hornby states that: ‘comprehension is the mind’s act or power of understanding’.³⁹

Comprehension can be identified looks like that:

- a) Understands too little for this simplest types of conversation.
- b) Understands only slow, very simple speech or common social and touristic topics; requires constant repitition and rephrasing.

³⁷Brown,H,Doughlas, Teaching by Priniples An Interactive Approach to Language Pedadogy,(United States of American: Inc: San Fransisco States University, 1994). P. 268-270

³⁸Arthur Hughes, *Testing for Language Teachers* (USA:Combridge Universty Press, 1990),P.112

³⁹A. S Hornby, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University press 2008) p P. 234

- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.⁴⁰

So, the evaluation of speaking is to know how far the teacher teach speaking, is success or not. And to measure how far students speaking ability in the class.

B. Review of Related Findings

This research related to Holida Siregar, research title "An analysis student speaking ability at grade XI SMA Negeri 3 Padangsidmpuan".⁴¹ The result of students speaking ability is very good at grade SMA Negeri 3 Padangsidmpuan.

Then, Ahmadin Azhar in doing a research about experimental and quantitative methods entitled "The effect of picture sequence toward grade XI students speaking skill at SMK Negeri 1 Padangsidmpuan".⁴² The result of his script is that there is significant effect of using picture sequence.

⁴⁰ Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990)

⁴¹ Holida Siregar, "An analysis student speaking ability at grade XI SMA Negeri 3 Padangsidmpuan" (*Unpublished Thesis, Padangsidmpuan : STAIN Padangsidmpuan 2015*).

⁴² Ahmadin Azhar, "The effect of picture sequence toward grade XI students speaking skill at SMK Negeri 1 Padangsidmpuan", (*Unpublished Thesis, Padangsidmpuan : STAIN Padangsidmpuan 2011*).

The next is related to Eny Fauziah Harahap, research title is The effect of group presenttion Technique to Students' speaking ability at Grade XI SMA Negeri 3 Padangsidmpuan :.⁴³ The result of her group presenttion has very good effect to students speaking ability at grade XI SMA Neger 3 Padangsidimpuan.

⁴³Eny Fauziah Harahap," The Effect of Group Presenttion Technique to Students' speaking ability at Grade XI SMA Negeri 3 Padangsidmpuan((*Unpublished Thesis, padangsidimpuan :STAIN Padangsidmpuan 2013*).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The Place of the research is at Madrasah Tsanawiyah Baharuddin Tapanuli Selatan. It is located at. The time of the research will be conducted from november 2021 until finish.

B. Research Design

This research used qualitative descriptive. This research used a qualitative approach method with kind s manifest coding. L.R. Gay and Peter Airasian stated qualitative approach is bed on the collection and analysis of nonnumerical data such as: obseration, interviews, and other more dscursive sources of information.

C. The Souch of Data

The source of the data, the data will be colleted from the students at grade VIII-1 in MTs Baharuddin.they are 33 students. The researche using population sampling. Actually, the researcher takes the certainly class because the s studious and read up students. It could be representative to take the result of the research. So there were 19 students who guve their performance n the test.

Table 1
The Indicator of Speaking Skill

No	The Indicator of Speaking Skill	Score
1.	<p>Vocabulary :</p> <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>0-25</p> <p>0</p> <p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p>
2.	<p>Accent :</p> <ol style="list-style-type: none"> 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. 3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. 4. Marked foreign accent and occasional mispronunciation which do not interfere with understanding. 5. No conspicuous mispronunciation, but would not be taken for a native speaker. 6. Native pronunciation, with no trace of foreign accent. 	<p>0-25</p> <p>0</p> <p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p>

3.	<p>Fluency :</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually imposible. 2. Speech is very low and uneven except for short or ruotine sentences. 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4. Speech is occaionally hesitant, wth some unevenness caused by rephrasing and grouping for words. 5. Speech s effortless and smooth, but perceptibly non native in speech and evenness. 6. Speech on all profesional and general topics as effortless and smooth as natve speaker's. 	<p>0-25</p> <p>0</p> <p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p>
4.	<p>Performance :</p> <ol style="list-style-type: none"> 1. Understands too litle for the simplest type of onverstion. 2. Understand only slow, very simple speech on common social and tourstic topics, requires contant repetition and rephrasing. 3. Understands careful, some what smplified speech when engaged in a dialogue, but may require considerable repetiton nd rephrasing. 4. Understands quite weel normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 6. Understands everything n both formal and ollaquial speech to be expected of an educated native speaker.⁴⁴ 	<p>0-25</p> <p>0</p> <p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p>
Maximal Score		100

D. The Instrument of Collecting Data

To get an accureate data ,researcher collected data by doing those activity

⁴⁴ Athur Hughes Athur Hughes, *Testing for Language Teachers* , (USA: Cambridge University Press, 1990),p 111-112

1. Test

Test is a practice that is used to measure someone or groups skill knowledge, intelligency, ability or talent. In collecting data, the writer as the key instrument is peaking test. The kinds of speaking test is oral presentation.

It mean the students hae asked to prepare the topic before they precent about it. They are give elements should be measure in speaking test, namely, accent, vocabulary, fluency and performance.

2. Interview

Interview is a purposeful interaction usually between two people, focused on the person trying to get information from the other person. In this reserch the reearcher used structural interview. In structural interview the researher prepared the question n alternativte of the answeere that ws given to the interview. So ths interview is one the techniques of collecting data by doing oral interview in individual meeting. Interviewu was given for the English teacher of grade VIII MTs Baharuddin, the questions were appropriate with the list of interviewu.

Interviewu was done forgetting data about the abilty and the difficultes that usually faced by the students and the English teacher of grade VIII MTs Baharuddin students is speaking abilty. Interviewu also have done to get information about stuation in MTs Baharuddin to the headmaster. Then, the topics to interviewu needed in this researcher were about:

a. Students speakng ability at grade VIII MTs Baharuddin

- b. Students difficulties in speaking at grade VIII MTs Baharuddin. It means that the researcher also asked an interviewed the teachers about techniques in teaching learning speaking too.
- c. About the school would be asked to the headmaster.

D. The techniques of Collecting Data

The data analysis were administered in the following steps, they were:

1. Analysis students ability n speaking at Grade VII MTs Baharuddin.
2. Finding difficultes of students' ability in usng English very well at MTs Baharuddin.

Because the reearcher use the test so, the researcher also want to know the range of the data, the formulation is :

Range = Hgh Score –Low Score

The formulation of the total (KB), with the formula:

$1+3,3 \log n$

To know the interval (i) used the formula:

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

To know the means score used the formula:

$$(x) = \sum \frac{fixi}{fi}$$

To know the median score used the formula:

$$Me = b + p \left[\frac{\frac{1}{2}n - f}{f} \right]$$

To know of score used the formulation:

$$\text{Modus} = b + p \left(\frac{b}{b+b} \right)$$

Tabel 2
Criteria Score Interpretation

Percentage	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very High

CHAPTER IV

DATA ANALYSIS

A. The description of the Students' Speaking Ability at Grade VIII Madrasah Tsanawiyah Swasta Baharuddin Tapanuli Selatan

1. General Findings

The research was conducted in Madrasah Tsanawiyah Swasta Baharuddin Tapanuli Selatan. It is located in Jl. Mandailing Km.15Janjimauli-MT, Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan, Provinsi Sumatera Utara. The headmaster of Madrasah Tsanawiyah Swasta Baharuddin is Dr. Julkarnain siregar. Madrasah Tsanawiyah Swasta Baharuddin has 23 teacher and 118 students.

The students in MTS Baharuddin usually used Arabic language in the school area. The students speak Arabic language in the classroom, canteen and every place in the school. The teacher also used Arabic language when the teacher give the announcement or asked the students to do something.

a. Students Speaking Ability

1). Vocabulary

YW, got 10 his vocabulary, because his vocabulary was a choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social topics.

MSRG, got 20 for her vocabulary, Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

SBL, got 15 for her vocabulary, because her vocabulary was Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

HT, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

SS, got 10 for her because her vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

YN, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

NL, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

AMH, got 5 for her vocabulary, because vocabulary limited to basic personal and survival areas.

KAL, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

SSP, got 15 for her vocabulary, because her vocabulary, was professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

SAN, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

AD, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

ASA, got 5 for her vocabulary, because her vocabulary, limited to basic personal and survival areas.

KA, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

KUH, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

RA, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

AGA, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

NA, got 10 for her vocabulary, because her vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

SB, got 5 for her vocabulary, because her vocabulary, limited to basic personal and survival areas.

HJP, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

AAD, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

MAL, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

MHP, got 15 for his vocabulary, because his vocabulary, was Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

ALH, got 10 for his vocabulary, because his vocabulary, was a choice of words sometime inaccurate, Imitations of vocabulary prevent discussion of same the common professional and social topic.

Based on above explanation the researcher concluded the the student ability in vocabulary was enough 14 from 19 students found the

score 10, and two students found the score 15, and two students found the score 3, next the highest found 20 only a student. It means students' vocabulary was a choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some the common professional and social topic.

2). Accent

YW, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

MSRG, got 15 for her accent, because her accent was marked foreign accent and occasional mispronunciation which do not interfere with understanding.

SBL, got 15 for her accent, because her accent was Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

HT, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

SS, got 5 for her accent, because her accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

YN, got 10 for her accent, because her accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

NL, got 10 for her accent, because her accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

AM, got 5 his accent , because his accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

KAL, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

SSP, got 10 for her accent, because her accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

SAN, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

AD, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

ASA, got 5 for her accent , because her accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

KA, got 5 his accent , because his accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

RA, got 5 for her accent , because her accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

NA, got 5 for her accent , because her accent was frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

SB, got 10 for her accent, because her accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

HJP, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to

occasional misunderstanding and apparent errors in grammar or vocabulary.

MAL, got 10 for his accent, because his accents was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

Based on above explanation the researcher oncluded that students ability in accent was low because 10 from 19 students found the score 10, and two students fuond the score 15, and five students found the score 6. Its means tudents accent was foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

3) Fluency/Accuracy

YW, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

MRSG, got 20 for her fluency, because her speech is effortless and smooth, but perceptibly non native in speech and evenness.

SBL, got 15 for her fluency, because her Speech is occaionally hesitant, wth some unevenness caused by rephrasing and grouping for words.

HT got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

SS, got 5 for his fluency, because his speech is very low and uneven except for short or ruotine sentences.

YN, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

AM, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

KAL, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

SSP, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

SAN, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

AD, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

ASA, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

KA, got 5 for his fluency, because his speech is very low and uneven except for short or routine sentences.

RA, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

AGA, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

NA, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

SB, got 10 for her fluency, because her speech is frequently hesitant and jerky, sentences may be left uncompleted.

HJP, got 10 for his fluency, because his speech is frequently hesitant and jerky, sentences may be left uncompleted.

MAL, got 5 for his fluency, because his speech is very low and uneven except for short or routine sentences.

Based on above explanation the researcher concluded that students ability in fluency, was low because 13 from 19 students found the score 10, and there students found the score 5, next the highest found the score 20 two students. its means students fluency speech is frequently hesitant and jerky, sentences may be left uncompleted.

4) Performance

YW, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

MSRG, got 20 for her performance, because she understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

SBL, got 15 for her performance, because she understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

HT, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

SS, got 5 for his performance, because he understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.

YN, got 10 for her performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

NL, got 10 for her performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

AM, got 10 for his performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

KAL, got 15 for his performance, because he understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

SSP, got 15 for her performance, because she understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

SAN, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

AD, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

ASA, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

KA, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

RA, got 10 for her performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

AGA, got 15 for her performance, because she understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

NA, got 10 for her performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

SB, got 10 for her performance, because she understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

HJP, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

MAL, got 10 for his performance, because he understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

Based on above explanation the researcher concluded that in students ability in performance was high because 13 from 19 students found the score 10, and 2 students found the score 5, and 3 students found the score 15, and only a student found the score 20. Its mean students performance was understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

Next the data of speaking ability are found from the test result which were given to students at grade VIII they are 19, the writer described the data as follows:

Table 3
The description score of students ability in speaking

No	Students' initial	Test				
		Vc	Acc	Fl	Perf	Total
1	YW	10	10	10	10	40
2	MSRG	20	15	20	20	75
3	SBL	15	15	20	15	60
4	HT	10	10	10	10	40
5	SS	10	5	5	5	25
6	YN	10	5	10	5	30
7	NL	10	10	10	10	40
8	AM	10	5	10	10	35
9	KAL	10	10	10	10	40
10	SSP	15	10	10	15	50
11	SAN	10	5	5	10	30
12	AD	10	5	5	10	30
13	ASA	5	5	10	10	30
14	KA	10	10	10	15	45
15	RA	10	5	10	10	45
16	NA	10	10	10	10	40
17	SB	5	10	10	10	30
18	HJP	10	10	10	10	40
19	MAL	10	10	10	10	40

Vc : Vocabulary

Acc : Accent

Fl : Fluency

Perf :performance

Based on above table of students ability in speaking score was 750, mean was 38,47, mode was 34,76, median was 36,65. The researcher got the lowest score was 25, and the highest score was 75.

4. Based on above eplanation, it cuold be concluded that was 1 students got 25 score, 5 students got 30 score, 2 students got 35 score, 8 studenta got 40 score, 1 students got 50 score, 1 students got 60 score, and 1 students got 75 score. Therefore from 19 students in class VIII, 1 tudents passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 18 students dit not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the above clculation, the means score of the class was 39,47. It show that the students students speaking ability at grade VIII madrasah tsnawiyh swasta baharuddin tapanuli selatan.

b. Students difficulties in speaking

Based on the result on the interview to the students, three were students difficulties in speaking at grade VIII madrasah tsanawiyh swasta baharuddin tapanuli selatan.

1). Vocabulary

The researher concluded after interview that the students difficulties in vocabulary were:

HT, he told the researcher that the he wos difficult how to the choice the vocabulary when they talked with ther friends.⁴⁵

⁴⁵ Henri tanjung, Students of Grade VIII-I Interview in MTs Baharuddin 23th Maret 2021

ASA, she told the researcher that she was difficult n memorized the vocabulary, and she was lazy to practice her vocabulary n her daily life.⁴⁶

SB, she told the researcher that he was difficult in used the vocabulary into many sentene.⁴⁷

Based on the result on the interview about vocabulary to the students, there were students difficult how to choice the vocabulary when the talked with their friends, and they were difficult in memorized the vocabulary.

2). Accent

The researcher concluded after interviewed that the students difficult n accent were:

HT, he told the researher that he was difficult in her frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.⁴⁸

ASA, she told the research that she was difficult in understanding and appararent errors in grammar or vocabulary.⁴⁹

2021 ⁴⁶ Annisa sahla Adelia, Students of grade VIII-I Interiew in MTs Baharuddin 23thMaret

⁴⁷ Salsa bilah Students of grade VIII-I Interiew in MTs Baharuddin 23thMaret 2021

⁴⁸ Henri tanjung, Students of Grade VIII-I Interview in MTs Baharuddin 23thMaret 2021

2021 ⁴⁹ Annisa sahla Adelia, Students of grade VIII-I Interiew in MTs Baharuddin 23thMaret

SB, she told the researcher that in her frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition⁵⁰

Based on above result on the interview about accent to the students, there were students difficult were in their frequent gross errors and a very heavy accent make understanding difficult require frequent repetition.

3). Fluency

The researcher conclude after interviewed that the students, difficulties in fluency were:

HT, he told the researcher that he was difficult in speech because his frequently hesitant and jerky, sentence may be left uncompleted.⁵¹

ASA, she told the researcher that she was difficult in speech because his frequently hesitant and jerky, sentence may be left uncompleted. And also in practice because he was less self confidence to spoken in front of class.⁵²

⁵⁰ Salsa bilah Students of grade VIII-I Interview in MTs Baharuddin 23th Maret 2021

⁵¹ Henri tanjung, Students of Grade VIII-I Interview in MTs Baharuddin 23th Maret 2021

⁵² Annisa sahla Adelia, Students of grade VIII-I Interview in MTs Baharuddin 23th Maret

SB, she told the researcher that she was difficult in speech because his frequently hesitant and jerky, sentence may be left uncompleted.⁵³

Based on above result on the interviewed about fluency the students, there students' difficult were, much from students' difficult in fluency they were speech frequently hesitant and jarky, sentence may be left uncompleted, and the students lazy to practice their speaking in front of their friend.

4). Performance

The researcher concluded after interviewed that the students difficulties in performance were:

HT, he told the researcher that hi was difficult to understand speech because he only understands only slow, very smple speech on common social and touristic topic, requires constant repetiton and rephrasing.⁵⁴

ASA ,she told the researcher that she was difficult to understand speech because he only understands only slow, very smple speech on common social and touristic topic, requires constant repetiton and rephrasing.⁵⁵

⁵³ Salsa bilah Students of grade VIII-I Interiew in MTs Baharuddin 23thMaret 2021

⁵⁴ Henri tanjung, Students of Grade VIII-I Interview in MTs Baharuddin 23thMaret 2021

⁵⁵ Annisa sahla Adelia, Students of grade VIII-I Interiew in MTs Baharuddin 23thMaret

SB, she told the researcher that she was difficult to understand speech because he only understands only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.⁵⁶

Based on above result on the interviewed about performance to their students, there students difficulties were in performance when they were understand very careful, some what simplified speech when engaged.

Based on the result interviewed to English teacher that graduated from English Department, the media is used in teaching English were black board, primary books and dictionary. The school has laboratory and library, and then difficult teaching speaking are from the background knowledge of the students in the teaching learning process. And the the found difficult to learn speaking because they seldom spoke English with their friends and lazy to memorize the vocabulary.

Based on the interviewed above the researcher concluded that the English teacher at grade VIII Madrasah Swasta Baharuddin Tapanuli Selatan used the book and dictionary but half of students difficult in speaking because rarely to practice their ability in speaking and lazy to memorize the vocabulary.

⁵⁶ Salsa bilah Students of grade VIII-I Interview in MTs Baharuddin 23th Maret 2021

c. The result of observation

In order to get data the researcher handed down to the field to see are the students situation in the learning process. Because of the limited time, the observation result only personated for first day because the second day is used for the test and interview, and olse the researcher only tought about speaking test.

For the first time the researcher taught n the class ther responds seems to be very normal. All students in the class still listening the class quietly but it happened only in the eirlier time.sme students looked bored or tired up, and there was worry to wait their turn to record. Only a few studentsstill showed their interesting to follow learnng in the classroom.

Then also happened in the scound day of observation, next, observation their interaction in English subject was not improve significantly as like the researcher expected although the teacher given the advise to the students that the score of the research will be benifit for them and their test result will be their daily score.

Furthermore, their speaking in English less active in this school, it was looked when did the tes many students confused to did the performance in front of class. And the students did not have much vocabularies in their daily lfe. It because the English teacher did not emphasize used facilities in the school of MTs Baharuddin.

d. Discusson

1. This research related to Holida Siregar, research title "An analysis of student speaking ability at grade XI SMA Negeri 3 Padangsidempuan". The result of students speaking ability is very good at grade SMA Negeri 3 Padangsidempuan.
2. Then, Ahmadin Azhar in doing a research about experimental and quantitative methods entitled "The effect of picture sequence on the speaking skill of grade XI students at SMK Negeri 1 Padangsidempuan". The result of his script is that there is a significant effect of using picture sequence.
3. The next is related to Eny Fauziah Harahap, research title is "The effect of group presentation technique on students' speaking ability at Grade XI SMA Negeri 3 Padangsidempuan". The result of her group presentation has a very good effect on students' speaking ability at grade XI SMA Negeri 3 Padangsidempuan.

From the explanations above that the students' speaking ability were connected with the result of the research. Formerly could be in a low category because the result found 39,47% nearly the same as the result formerly.

4. Threats of the Research

In this research, the researcher believes that there were many threats to this research. It was started from the title until the technique of analyzing data. So the researcher knew this thesis was not as good as expected.

Researcher wants to do this research maxcimally to produce a good thesis.

However there were till manya treats anywere and researcher believe that nobody perfect in the world. The perfect one in the world is for our God, Allah SWT. So some wekness and lack of ths research were finished. It was done by consulation with the advisors, Head master, and English teacher so that the good control from advisor of ths research could help researcher to decrease the the problems.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research the researcher takes the conclusions as follow:

1. The students speaking ability at grade VIII Madrasah Tsanawiyah Swasta Bahruddin Tapanuli Selatan from four indicators are: vocabulary get 10,52%, accent get 8,68%, fluency get 12, 36%, performance get 10,79%. So the conclusion of the students speaking ability is low categories, and the mean score was 39, 47%.
2. The students difficulties in speaking ability are”
 - a. In vocabulary, the students are poor in vocabulary, so the wanted presentation, conversation, and more practice for model of teaching english, and the students wanted their teacher make the interaction to students. Thus, they might easily in the processes of remembering informaton and memorized the vocabulary, because vocabulary is very important in learning English not only in speaking but vocabulary s the only one for all subject in English.
 - b. In accent, the students are difficult to pronunciation because English not same with the words writing and also the other students think that English is just as a foreign language.
 - c. In fluency, the students are difficult in speech because they are frequently hesitant and jarky, sentences may be left uncompleted

and also in practice because they less self confidence to spoke in front of class.

- d. In performance, the students are difficult to understand speech because they only understand only slow, very simple speech on ommon socil and touristic topics, requires constant repetition and rephrasing. And also they are difficult to understand ome what smplicated speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

B. Suggestion

Based on the concluding and the implication of the rearch that have mention previously, the researcher would like to give some suggestions as follows:

1. To the English teachers, the English teacher must have capablity to motivate students learning English and change the students' assumption that English is importand and emphasize the students' vocabulary n their daily life when interaction with their friends.
2. To students,they should prepare themselves to accept the material before teachingband learning began and they should more pay attention when teacher explain about speaking especially in speech acts, and if they faced difficulties in speaking they should ask to their teacher.

3. To other researcher, it is expected to other researcher to make a deeper research about this topic so it will give much reference to science world.

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APPENDIX I

Choose one of the topics about the following topics and perform in front of class:

1. Birthday
2. Marriage
3. Undergraduation

Indicator of speaking	Score
Vocabulary	25
Accent	25
Fluency	25
Performance	25

APPENDIX II

Interview question list Informant Data

1. What is your nama?
2. What your favorite subject?
3. What do you feel when you speak in front of class?
4. Do you have difficulty concertraning when speak to the audience?
5. Do you phobia person when speaking in front class?

APPENDIX III

The score of students speaking ability in MTs Baharuddin

No	Students initial (n)	Score of students
(1)	(2)	(3)
1	YW	40
2	MBRG	75
3	SBL	60
4	HT	40
5	SS	25
6	YN	30
7	NL	40
8	AM	30
9	KAL	40
10	SPP	50
11	SAN	30
12	AD	30
13	ASA	30
14	KA	40
15	RA	35
16	NA	40
17	SB	35
18	HJP	40
19	MAL	40
Total		750
Mean		38,47
Mode		34,76
Median		36,65
The lowest		25
The highest		75

APPENDIX IV

The score of students speaking ability

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

25 35 40 60

30 35 40 75

30 40 40

30 40 40

30 40 50

2. High score = 75

3. Low score = 25

4. Range = high score – low score

$$= 75 - 25 = 50$$

5. The total of class (bk) = $1 + 3,3 \log n$

$$= 1 + 3,3 (\log 19)$$

$$= 1 + 3,3 (1,278)$$

$$= 1 + 4,2174$$

$$= 5,2174$$

$$= 5 \text{ or } 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{50}{6} = 8,33 \approx 9$$

7. Means score (\bar{x}) = $\sum \frac{fixi}{fi}$

Interval	fi	xi	Fixi
25-33	6	29	174
34-42	10	38	380
43-51	1	47	47
52-60	1	56	56
61-69	0	65	0
70-78	1	74	74
	19	309	731

$$\bar{x} = \sum \frac{fixi}{fi} = \frac{731}{19} = 38,47$$

8. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 33,5 + 9 \left(\frac{\frac{1}{2}(19) - 6}{10} \right) \\ &= 33,5 + 9(0,35) \\ &= 33,5 + 3,15 \\ &= 36,65 \end{aligned}$$

9. Modus $b + p \left(\frac{b}{b+b} \right)$

$$\begin{aligned} &= 33,5 + 9 \left(\frac{1}{1+6} \right) \\ &= 33,5 + 9(0,14) \\ &= 33,5 + 1,26 \end{aligned}$$

$$= 34,76$$

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

$$= \frac{750}{19} \times 100\% = 39,47.$$



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 Sifat : Biasa
 Lamp : -
 Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth: Bapak/Ibu:

1. Zainuddin, S.S.,M.Hum (Pembimbing I)
2. Fitri Rayani Siregar,M.Hum (Pembimbing II)

Di
 Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut :

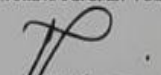
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 Judul Skripsi : **THE STUDENTS' SPEAKING ABILITY AT GRADE VIII
 MADRASAH TSANAWIYAH SWASTA BAHARUDDIN
 TAPANJILI SELATAN**

Demikian kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu, kami ucapkan terimakasih.

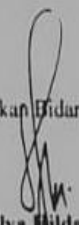
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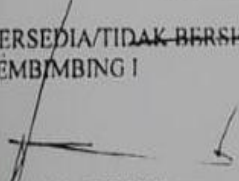
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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Lampiran :-
Perihal : Izin Penelitian

Janjimauli-MT, 26 Maret 2021

Yth. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-224/In.14/E.1/TL.00/03/2021 perihal surat diatas pada prinsipnya kami memberikan izin melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : **LETMAIDA DONGORAN**

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Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris/Pendidikan Bahasa Inggris

Judul Skripsi : **The Students Speaking Ability at Grade VIII MTs Baharuddin**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

Kepala MTs Swasta Baharuddin

Drs. ZULKARNAIN SIREGAR



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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students Speaking Ability at Grade VIII MTs Baharuddin".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan
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