THE STUDENTS' ABILITY ON SPEAKING MASTERY AT THE LANGUAGE CENTER OF IAIN PADANGSIDIMPUAN

A THESIS

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

Written By:

RAHMAD GUNAWAN
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

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Hal   : Skripsi   Padangsidimpuan,   Februari 2022

A.n   : Rahmad Gunawan   Kepada Yth,

Lampiran : 7 (Tujuh) Examplar   Dekan Fakultas Tarbiyah dan

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Assalamu'alaikum Wr.Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Rahmad Gunawan** yang berjudul **"The Students' Ability on Speaking Mastery at The Languange Center of IAIN Padangsidimpuan"**, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan.

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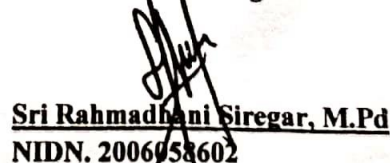Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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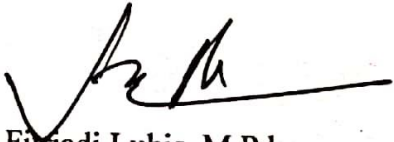
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The Thesis had been accepted as a partial fulfillment of the Requirement
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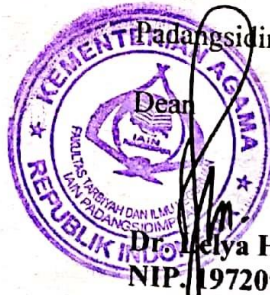
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ABSTRACT

This research talk about students' ability on speaking mastery at the Language Center of IAIN Padangsidimpuan. The problems in this research focused on the students' ability speaking mastery on giving opinion topic. Students got difficulties influency, structure, and vocabulay.

The purpose of this research is to know the students' ability on speaking mastery at the Language Center of IAIN Padangsidimpuan. To find how far students understand about the speaking mastery on giving opinion topic, also to see students difficulties and find out the solutions from students difficulties in speaking mastery on giving opinion topic.

This research uses descriptive quantitative followed by descriptive qualitative. Descriptive quantitative uses to explain the students' ability and descriptive qualitative uses to explain the students' difficulties and lecturers' efforts. The population of this research were 495 students at the Language Center of IAIN Padangsidimpuan. This research uses proportionate stratified random sampling to take the sample, the samples were randomized, so base on the calculations that have been done there were 23 samples obtained.

Base on the result of the research, this study got the description of the data and found that the mean score was 67.60. It means that the ability of the students was categorized enough. Then, the students got difficulties in speaking mastery on giving opinion topic, such as in fluency, structure and vocabulary. Where the students faced difficulties in getting shy, not confident to deliver students' opinion. Students got difficult to place the word to be a good structure, also students lack of vocabulary when students delivering opinion about the topic. Finally, the efforts of lecturer to solve the students' difficulties were the lecturer gave the interesting method and strategies such as working in pairs, making group discussion, memorizing, drilling and making a game or warming up before studying.

Key Words: Speaking Mastery; Giving Opinion

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ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa dalam penguasaan berbicara di Language Center IAIN Padangsidimpuan. Masalah dalam penelitian ini difokuskan pada kemampuan berbicara mahasiswa pada topik memberikan pendapat. Siswa mengalami kesulitan dalam hal influensi, struktur, dan kosa kata.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahaiswa dalam penguasaan berbicara di Pusat Bahasa IAIN Padangsidimpuan. Untuk mengetahui sejauh mana pemahaman mahaiswa tentang penguasaan berbicara pada topik pemberian pendapat, juga untuk melihat kesulitan mahaiswa dan mencari solusi dari kesulitan mahaiswa dalam penguasaan berbicara pada topik pemberian pendapat.

Penelitian ini menggunakan deskriptif kuantitatif yang dilanjutkan dengan deskriptif kualitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan mahasiswa dan deskriptif kualitatif digunakan untuk menjelaskan kesulitan mahasiswa dan upaya dosen. Populasi dalam penelitian ini adalah 495 mahasiswa di Pusat Bahasa IAIN Padangsidimpuan. Penelitian ini menggunakan proporsional stratified random sampling untuk pengambilan sampelnya, yaitu sampel yang diambil secara acak, sehingga berdasarkan perhitungan yang telah dilakukan diperoleh 23 sampel.

Berdasarkan hasil penelitian, penelitian ini mendapatkan gambaran data dan didapatkan nilai rata-rata adalah 67.60. Artinya, kemampuan siswa dikategorikan cukup. Kemudian, siswa mengalami kesulitan dalam penguasaan berbicara pada topik pemberian opini, seperti dalam kelancaran, struktur dan kosa kata. Dimana mahaiswa mengalami kesulitan untuk menjadi pemalu, tidak percaya diri untuk menyampaikan pendapat mahaiswa. Mahaiswa kesulitan menempatkan kata menjadi struktur yang baik, juga mahaiswa kekurangan kosakata saat mahaiswa menyampaikan pendapat tentang topik tersebut. Terakhir, upaya dosen untuk mengatasi kesulitan mahasiswa adalah dosen memberikan metode dan strategi yang menarik seperti bekerja berpasangan, membuat diskusi kelompok, menghafal, mengulang dan membuat permainan atau pemanasan sebelum belajar.

Kata Kunci: Penguasaan Berbicara; Memberikan Pendapat

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As saying said nothing is perfect, the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of thisthesis.

Padangsidimpuan, the   of January 2022

Researcher

Rahmad Gunawan
Reg. No. 16 203 00092

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Speaking is one of the language skills that should be mastered by students in order to communicate the ideas and opinions. Speaking can be defined as an activity through oral communication. Speaking is a process of making words or statement in oral communication to express an information to others.

The position of speaking in the Language Center of IAIN Padangsidimpuan is one of the main program in the Language Center. In this program, the students will use English in the environment of IAIN Padangsidimpuan. The goals of this program are the students will be able to speak up in public place, the students can express the ideas, opinions or point of view in any discussion and so on. In other word, the Language Center can manage or control all aspects that belongs to the functions of the Language Center.

There are many materials of teaching speaking in the Language Center of IAIN Padangsidimpuan, one of the material is *Giving Opinion*. The goal of this material is students will be able to express the opinions, ideas and point of view about giving opinions in discussion. Besides that, students will activate critical of thinking and also makes students giving opinions confidently in public place without any shying.

Giving opinions has essential in the Language Center of IAIN Padangsidimpuan such as to be mastery English well in IAIN Padangsidimpuan even outside of IAIN Padangsidimpuan especially in discussion that related to material or discussing something with lecturer and students to find out the solutions in the class. In this material, Giving Opinion will help students how students give the opinions.

There are many efforts of increasing speaking mastery that have been done by the institution to increase speaking mastery of the students in IAIN Padangsidimpuan such as making the Language Center as the controller of English and Arabic language, giving training to the lecturer about English with IALF methodology. Besides that, the lecturer also has an effort in classroom activity. Begin from making the classroom be comportable, giving the interesting material, giving vocabulary for students to make students fluent in English and the lecturer providing appropriate media for teaching speaking to increase students' speaking mastery. All the efforts dedicated to increase speaking mastery in IAIN Padangsidimpuan especially students that follow internship program in the Language Center.

Giving Opinion is so important for students such as giving opinions in discussion in classroom or even outside classroom. In this material, the lecturer will explain about how to ask and give the opinion so that the students can be able to apply in students' daily activity without hesitation. The essentials of this material are the students will be able to express the ideas, opinions and

point of view in discussion. The students will be more active in the class to convey the opinions in discussion. The students also will know some common phrases that use in asking and giving opinion and how to pronounce that.

The condition of students' speaking mastery that follow the internship program or in the Language Center of IAIN Padangsidimpuan is still poor. Based on interviewed with the English lecturer of IAIN Padangsidimpuan. There are some reasons why the students' ability still poor.

> Students do not know how to say because students lack of vocabulary. Then, students lack of grammar it can be seen from when the students are speaking, the students forgot the grammar. Besides that, students lack of practice, always using mother tongue when students speaking with others and also students' environment do not support to speak English.[1]

This condition can not be allowed continuously because this problem will make the quality of students worse in speaking ability, students will not be able to give the opinions in the process of discussion in the classroom or even outside the classroom. So, by doing this research is the way to find out the factors and the way to figure out this problem. To overcome this case, the technique that can be used to extend the information for the students, where the technique must be appropriated with the materials that will be given. In this case, teaching students creatively, interactively, and funny in order students can feel comfortable and interested in learning English especially in speaking.

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[1]An English lecturer at the Language Center, *Private Interview,* (July 29th 2020, time: 17.05 a.m.).

Based on the explanation above, the researcher interested in conducting a research about speaking with the title "The Students' Ability on Speaking Skill at The Language Center of IAIN Padangsidimpuan".

B. Definition of Key Terms

1. Students' Ability

Ability is a physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).[2] In other definition, ability is power, quality, or talent of a person to achieve or to do something. Such as: capacity of power, cleverness, intelligence, and mental power talent[3]. In Indonesian dictionary state that ability is power or mental have someone to do something, a property that people.[4] Base on definition above, it can be concluded that ability is a power or mental having someone to do something by hard.

Besides that, students here mean the students in Tarbiyah and Teacher Training Faculty that follow the program of the Language Center of IAIN Padangsidimpuan especially in speaking skill. In briefly, students' ability can be defined that the capacity of students that follow program of the Language C enter to comprehend speaking skill.

2. Speaking

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[2]A Merriam Webster, *Webster's Collegiate Thesaurus,* (USA: : Massa Chusetts, 1976). P. 324

[3]Hornby A S, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1974), p.1187.

[4] Tim Prima Pena. *Kamus Besar Bahasa Indonesia*, (TT: Gitamedia Press, 2001), p.511.

Speaking is the way to express the ideas, feelings and opinions that is inside the mind in oral communication with others in order to give or to get the information. Besides that speaking is process giving and receiving information from other in oral communication.

3. Mastery

Mastery is the ability to comprehend or to understand something well. In briefly, speaking mastery is the ability to comprehend what the people are talking about or to comprehend   the information and statement that will be received from other in expressing the ideas, feelings, and opinions to others in order to give or to get the information and knowledge.

4. Language Center

The language center is the developer of languages in IAIN Padangsidimpuan that have authority to manage the foreign language especially English and Arabic language. The test will be taken by some of students that follows internship program that have been made by the language center of The State Institute for Islamic Studies Padangsidimpuan.

Based on the definition above, the meaning of this tittle is the capability of the students in understanding speaking skill in Language Center of IAIN Padangsidimpuan or the students that follow the internship program in IAIN Padangsdimpuan.

C. Formulation of The Problem

Based on the background above, the researcher formulates the problem in this research are:

1 How is the students' ability on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020?"

2 What are the students' difficulties on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020?

3 What are the efforts of lecturers to overcome the students' difficulties on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020?

D. Purposes of the Research

Based on the formulation of the problem the researcher formulates the purpose of this research are:

1. To know how is the students' ability on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020.

2. To know what are the students' difficulties on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020.

3. To know what are the efforts of the lecturers to overcome the students' difficulties on speaking skill at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020.

E. Significances of the Research

The result of this research is expected to be useful at least in three domains that are described in these following words:

1. The chief of the Language Center, the result of the research should be beneficial for the chief of the Language Center of IAIN Padangsidmpuan. It

will provide information about students' speaking mastery that follow the internship program in the Language Center.

2. Lecturer, to motivate English lecturer to teach English especially in speaking skill.

3. Other researchers, this research may stimulate other researchers to do another research in the language center whether it has the same topic but in different way or it is really different but still in the same area.

F. Systematic of the Research

This research is organized into five chapters. Every chapter is subdivided into subtopics to elaborate the given issue.

Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulations of the problem, the aims of research, significances of the research, and systematic of the thesis.

Chapter II consists of the theoretical description. It is divided into subchapters which consist of description of speaking skill and students' ability. Then review of realated findings and hypothesis.

Chapter III consists of research methodology which was divided into sub chapter; time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection, and techniques of data analysis.

Chapter IV consists of the result of the research; the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Chapter V consists of the conclusion and suggestion. Researcher gives conclusion and suggestion of the research to students and lecturer.

CHAPTER II

LITERATURE REVIEW

A. Theoretical description

1. Speaking in Language Center of IAIN Padangsidimpuan

There are many definitions of speaking that states by the expert. According to Brown, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessary compromises the reliability and validity of an oral production and interactive process of constructing meaning that involves producing, receiving and processing information"[5]. Brindley defines "speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently".[6] Some of the meanings may be able to be understood automatically while others may need to be processed first.

Lewis and Hill add that "speaking is a process that covers many things in addition to the pronunciation of individual sounds"[7]. Based on the definitions above, it can be concluded that speaking is a complex cognitive

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[5] Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman Press, 2004), P.231.
[6] Susan Brindley, *TeachingEnglish* (London: Psychology Press, 1994), P. 121.
[7] Michael Lewis and Jimmie Hill, *Practical Techniques For Lnguage Teaching* (London: LTP Teacher Training,1992), P. 119.

skill; speakers produce not only sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly.

> Speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learn through teaching and study process.[8]

Bygate says that "Speaking is the vehicle of social solidarity of social making of professional achievement of business".[9] It is through the way of speaking that people are most frequently judged. Speaking is also a medium through which many languages are learned, including English. To speak is not merely uttering a sequence of words in correct pronunciation.

In addition, McDonough and Shaw say "Speaking is desire and purpose driven, in other words people genuinely want to communicate something to achieve a particular end".[10] This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem; or establishing or maintaining social relationship and friendship.

From all the definitions above, it can be concluded that speaking is a productive skill and interactive process of constructing meaning that involves producing, receiving and processing information to convey

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[8]Zainuddin, Sojuangon and Safrina Hulu, "Improving Students' Speaking Ability Through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan," n.d., p.114, http//scholar.google.co.id
[9]Bygate Martin, *Speaking* (London: Oxford University Press,2008), P. 6.
[10]McDonough, Shaw and Hitomi Masuhara, *Materials and Methods in ELT A Teacher's Guide* (Malden: Black Well Publishing, 2013), P.156.

intended meaning accurately, fluently and appropriate context in oral communication.

2. Purpose of Speaking

In this case, speaking has several purposes in speaking mastery. "The purposes of speaking are to encourage the acquisition of communication, to encourage speaking skill, to learn how to spread the ideas, to give information and to foster real communication."[11]The purposes of speaking based on Nation and Newton suggest that:

> To help students develop communicative efficiency in speaking, instructor can use a balanced activities approach that combines language input, structured output, and communicative output. It follows that the objectives for developing oral fluency will address this goal by setting for specific content and activities which foster communication.[12]

Basically, Tarigan states that there are four purposes of speaking as follows below:

1. To Inform
   To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (the speaker just to inform about the fact).
2. To Entertain
   To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on speaker entertainment value.
3. To Persuade
   To persuade means that the speaker tries to confirm the hearer to do something in certain activity. For example, the teacher makes a good teaching to the students by giving example in delivering material.

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[11] Sari Luoma, *Assesing Speaking* (New York: Cambridge University Press, 2004), P.9.
[12]Nation and Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routlege, 2009),P.121.

4. To Discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decision and planning. Discussion activity is believed to get more attention from the students because the students have to solve the problem from the task which is given by the teacher.[13]

Speaking serves either a transactional function, in that it is primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that it is primary purpose is to establish and maintain social relations.[14]

From all explanation above, it can be concluded that the purposes of speaking are to encourage speaking mastery, to convey the ideas, to give information, to help students develop communicative efficiency in speaking mastery, to establish and maintain social relations.

Besides that, IAIN Padangsidimpuan especially in The Language Center of IAIN Padangsidimpuan has the purposes of speaking, such as "learning to organize the ideas in a clear manner, developing self-confidence about their abilities and skill, developing and displaying physical skills".[15]

So, from the explanation above the Language Center of IAIN Padangsidimpuan has several purposes in speaking such as learning to organize, developing self-confidence and developing physical skills. Several purposes above should be mastered by the students.

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[13] Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), P.32.

[14] Scott Thormbury, *How to Teach Speaking* (London: Longman, 2005), P.13.

[15] Pusat Pengembangan Bahasa IAIN Padangsidimpuan, *Kurikulum Pusat Pengembangan Bahasa Institut Agama Islam Negeri Padangsidimpuan* (Padangsidimpuan, 2019), P.38.

3. The Curriculum of Speaking

There are many point of views related to the definitions of curriculum. Brown states that "curriculum is designed to carry out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing and material to meet the needs of a designated group of learners in a defined context"[16].

Gallen Saylor, William M. Alexander, and Arthur J. Lewis state that "curriculum as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center for persons to be educated"[17]

From all definitions above, it can be concluded that curriculum consists of all the means of instruction used by the school to provide opportunities for students learning experiences leading to desire learning outcomes.

In this case, The Language Center of IAIN Padangsidimpuan has a curriculum that is consists of sets plan such as linguistic, subject-matter objectives, material, and so on to gain the goals of learning outcomes. In this curriculum, there are six competences such as speaking, reading, grammar, listening, writing and vocabulary. Each competence has different

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[16] Douglas Brown, *Teaching by Principles: Interactive Approach to Language Pedagogy* (New York: Longman Inc, 2001), P.16.

[17] Gallen Saylor William M. Alexander, and Arthur J. Lewis, *Curriculum Planning for Better Teaching and Learning* (New York: Holt, Rinehart and Winston, 1974), P.232.

the result indicators of the lesson but in this research only explains about

speaking especially in giving opinion topic.

> The students have to understand the meaning of transactional and interpersonal especially giving opinion conversation in students' daily activity, be able to express the meaning of transactional giving opinion conversation continuously, accurately, and fluently.[18]

Besides that, there are many topics on speaking skill that should be

learned by students on the language center of IAIN Padangsidimpuan such

as:

a. Greeting
b. Asking and saying names
c. Asking and saying address
d. Asking and saying where you're from
e. Talking about ages
f. Talking about jobs
g. Asking and saying phone number
h. Ordering and talking about food
i. Talking about daily activities, habits
j. Telling the time
k. Talking about public places
l. Talking about favorite films and movies
m. Giving opinion
n. Talking about last holiday
o. Talking about weekend activities
p. Talking shopping activity
q. Buying and selling
r. Talking about ability
s. Describing pictures
t. Telephoning [19]

In briefly, all the topics above are the topics that should be mastered

by students on speaking mastery in IAIN Padangsidimpuan. This topic

guiding the students have to know and understand about giving opinions

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[18]Pusat Pengembangan Bahasa IAIN Padangsidimpuan, P.38.
[19]Pusat Pengembangan Bahasa IAIN Padangsidimpuan, P.39.

such as how to express asking and giving opinion phrases in students' daily

activity.

4. The Aspects of Speaking

In previous page, the curriculum has explained. Besides that on

speaking mastery should be consisted of several aspects of speaking. Each

aspect can not be separated each other. A speaker should determine some

aspects of speaking. Brown states that there are four aspects of speaking that

the students could consider in speaking. They are as follows:

- a. Pronunciation: includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.
- b. Grammar: that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.
- c. Fluency: as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.
- d. Vocabulary: is range of words known or used by a person in trade, profession, etc. if students have many vocabularies, it will be easier for them to express their idea.[20]
  In addition, Nunan states that "there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously"[21].

In conclusion, there are several aspects of speaking such as

Pronunciation (the way to pronunciate the word), grammar (the structure of

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[20]Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* (Anglewood Cliffs: Prentice Hall, 2001),P.406..

[21] David Nunan, *Task-Based Language Teaching* (Cambridge: Cambridge University Press, 2004), P.121.

the sentence), fluency (the way to speak clear or not), and vocabulary (words that use in speaking).

5. The Functions of Speaking

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

a. Talk as Interaction

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others. So, the primary intention in this function is social relationship.

According to Richards, some of the skills involved in using talk as interaction are:

1) Opening and closing conversations
2) Making small-talk
3) Recounting personal incidents and experiences
4) Turn-taking
5) Interrupting

6) Reacting to other[22]

Based on Richards' statement about talk as interaction above, it can concluded that the speaker wants to say information or message to other person that has several steps that can be seen above.

b. Talk as transaction

In transactional discourse, speaking is more focus on delivering the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than listener oriented. In this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussions, teachers' classroom instructions, and problem solving activities.

Richards also mention some of the sills involved in using talks transactions, they are:

1) Explaining a need or intention
2) Describing something
3) Asking questions
4) Confirming information
5) Justifying an opinion
6) Making suggestions
7) Clarifying understanding
8) Making comparisons[23]

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[22]Jack C.Richards, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001).
[23]Jack C.Richards.

From the explanation above, Richards says that the speaker focus on delivering message and making the hearer understand about the message that speaker says.

c. Talk as performance

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

In conclusion there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction, and talk as performance. Those are kinds of talks we usually use in daily speaking with its different functions. Besides that, the researcher chooses talk as performance as the function of speaking in this research that consists of giving opinion.

From the functions of speaking above, the talk as interaction has been chosen because in this function speaker focus on conveying the message and making sure that the other people understand about the message that has been said.

6. Testing Speaking

Testing speaking ability offers plenty of scope for meeting for communicative testing, namely that: tasks developed within this paradigm should be purposive, interesting and motivating, with a positive wash back

effect on teaching that precedes the test, interaction should be a key feature, there should be a degree of inter subjectivity among participants, the output should be to a certain extent unpredictable, a realistic context should be provided and processing should be done in real time.

According to Cyril J. Weir there are nine ways of speaking test, they are:

a. Verbal Essay
The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.[24]

b. Oral Presentation
The candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test. This is different from the 'Spoken Essay' described above in so far as the candidate is allowed to prepare for the task.

c. The free interview
In this type of interview the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advanced. The interview is a popular means of testing the oral skills of candidate.

d. The controlled interview
It is normally a set procedures determined in advance for eliciting performance.

e. Information transfer, description of picture sequence
Candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.

f. Information transfer: questions on a single picture
The examiner asks the candidate a number questions about the content of a picture which he has had time to study.

g. Interaction tasks, they are:
1) Information gap students-student
Students normally works in pair and each has given only part of the information necessary for completion of the task.
2) Information students-examiner

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[24]Cyril J. Weir, *Communicative Language Testing* (UK: University of Reading, 1990), P.73

Interaction some boards have the examiner as one of the participants or employ a common intercalation.

3) Role play

Expected to play one of the rules in an interaction which might reasonable expected in the real word.

4) The training and standardization of oral examiners.[25]

From explanation above, there are some testing of speaking they are: Verbal Essay, oral presentation, the free interview, the controlled interview, information transfer, description of picture sequence, information transfer: questions on a single picture, interaction tasks. The researcher chooses verbal essay, asking students to speak (sometimes directly into a tape or video recorder) for three minutes on either one or more specified general topics.

Teacher needs some criteria to get the score, so the writer will explain about speaking assessment and criteria included in that scoring. For scoring the test of speaking achievement any important aspect should be known, from accent, grammar, vocabulary, fluency, and comprehension. It will help the teacher to know how to improve students' error in spelling and punctuation, grammar, choosing word in vocabulary, fluency then accurately and the important is comprehension how the students can understand what they mean.

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[25]Cyril J. Weir, *Communicative Language Testing* (UK: University of Reading, 1990).

7. The Material of Speaking on The Giving Opinion Sub Topic at The Language Center of IAIN Padangsidimpuan

The topic in this material is asking and giving opinion. In English teaching and learning context, asking and giving opinion becomes one of the learning materials that taught to students in IAIN Padangsidimpuan. "Giving opinion is expressions that are used to deliver someone's thoughts to others based on the topic that is discussed at that time"[26]. This topic has been chosen because this topic making students can share or express the students' idea in classroom activity even outside classroom.

In addition, giving opinion is a way to express our idea to another person based on the questions that are being discussed. Also, even opinion is weaker, but opinion is stronger than impressions because opinions can be delivered by words, signals, or other way as long as it is still understandable. Asking opinion is used when someone wants to know about anyone thought. Giving opinion is used when someone conveys about his thought to others. The table below shows the example of asking and giving opinions.

Example I

Useful Language
What do you think of…….?
Do you like……..?
I like/love/hate it.
It's Ok

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[26]*Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook* , p.96.

> I think it's/they're great/good/bad.[27]

(Source:Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook)

Example II

a. The Example of Giving Opinion

"What do you think of Shakira?
I love her!
I think she's Ok."[28]

Example III

b. The Exercise of Giving Opinion

"Replace the underlined words below with object pronouns.
1). Do you like Italian food?
   Yes, I love Italian food.
2). Do you like Dogs?
   Yes, I like Dogs.
3). Do you like golf?
   No, I hate golf.
4). Do you like mornings?
   Yes, I like mornings.
5). Do you like Brad Pitt?
   No, I don't like Brad Pitt.
6). Do you like Angelina Jolie?
   Yes, I love Angelina Jolie."[29]

Example IV

"Make questions using prompts below.
1). Like/the beach?
Do you like the beach?
2). Think/ Italian food?
What do you think of Italian food?
3). Think/opera music?

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[27]*Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook* , p.95.

[28]*Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook* , p.95.

[29]*Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook*

4). Like /dancing?
5). Think/golf?
6). Like/planes?

Example V

Write answers to the questions in exercise 1so they are true for you.
1). *I don't like the beach.*
2). *I like Italian food.*
3).
4).
5).
6).

Example VI

Translate the sentences into your language.
1).What do you think of the film?
2). I like it. It's great.
3). I love you. Do you love me?
4). He doesn't like them.
5).The food is awful."[30]

In briefly, giving opinion is the topic that has been chosen in this material. This topic can help students to express the students' idea, point of view and opinion in learning activity. So, from the example above, each example has different pattern. In the first example explains the example of giving opinion phrases. In the second example explains how to identify object pronouns. In the third example explains how to make question in giving opinion. In the fourth example explains how to write the answer bases on exercise 1 which is true for students' opinion. In the fifth example explains how to translate the sentences into students' language. Besides that, in giving opinion there are several

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[30]*Center for Language Development (P2B) IAIN Padangsidimpuan, English Textbook,* P.96.

patterns that should be mastered by students such as formal and informal pattern.

B. Review of Related Findings

This research was not the first research that have been done, there were some research related to this research, the first is Azlina Kurniati in her research find that There were 27 students participated in this research. Out of 27 students, no student was in excellent level of ability, 18 (66.6%) students were in good level of ability, 9 (33.4%) students were in average level of ability and there was no student in poor level of ability. The average score of the students in asking opinion was 57.31, giving opinion was 61.87, asking for agreement was 54, response for agreement was 69.69, asking for disagreement was 52.77 and response for disagreement was 67.67. Respectively, asking for disagreement with 52.77 and asking for agreement with 54 were in average level of ability, asking for opinion with 57.31 was in average level of ability, giving opinion with 61.87 was in good level of ability while response for agreement with 69.69 and response for disagreement with 67.67 in good level of ability.[31]So the researcher can categorized that SMK TELKOM Pekanbaru is good in speaking ability about asking for agreement and disagreement was good while asking for opinion was in good level.

The second, It can be seen from the Siti Surinah Harahap, at all research that the findings showed that three students got 19 and 18, seven students got

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[31]Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK TELKOM Pekanbaru," n.d., p.12, http//scholar.google.co.id.

17, one student got 16, four students got 15, one student got 14 and two students got 13. It showed that the highest score was 19 and the lowest score was 13. After calculating the mean, it was figured out that the mean was 16.48.[32] In briefly, the researcher concluded that the students' speaking skill of Rambah Hilir was moderate.

The third, Muhammad Ilham and Fauzi Bafadal concluded that can be explained that the students got minimum score was 45 and maximum score was 82. Otherwise, range score was gotten 37 and mean score was gotten 63.75. It means that the students' ability in speaking English on specific purpose of learning were in the level good.[33] In conclusion, the speaking ability at the second semester students of Planology Study Program of Engineering Faculty, Muhammadiyah University of Mataram in academic year 2018/2019 was in good level.

The fourth is Hafni Zuraida Ihsan and Nurul Wahidah research, From the result of questionnaire of the students, the researcher found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary, from 15 students only 2.3% students' always memorize vocabulary every day, 4.8% seldom to memorize the vocabulary, 1.9 difficult when memorizing the vocabulary, 60% of the students very difficult to make a sentence using the vocabulary that they had been memorized, 3% of the

[32]Siti Surinah Harahap, Rivi Antoni, and Ummi Rasyidah, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir," n.d., p.8, http//scholar.google.co.id.

[33]Ilham Moh and Fauzi Bafadal, "The An Analysis of Students ' Speaking Ability on Specific Purpose of Learning .," *Linguistics and English Language Teaching Journal* 7, no. 1 (2019): p.8, http//scholar.google.co.id.

students ever memorizing the vocabulary every day and 2.1% never study English. It was the problem in our country the students lazy to study, there is no motivation to study before the teacher gave them task. Teacher asked the students to memorize the vocabulary but the students difficult to memorizing it. If the teacher asked the students to practice speaking by using the vocabulary that have been memorized by the students, it would be improved the students speaking ability.[34] It can be concluded that students' speaking ability at the eleventh grader of high school in East Lombok in the school year 2017-2018 was bad level.

The last is Ilni Kurniawan at all research, the results of the data analysis is the first general ability of students in coastal areas in speaking English is categorized into moderate. This is due to their low ability to use proper grammar in speaking English.[35] The researcher concluded that speaking skill at Coastal Schools of Bengkulu City was in moderate level.

The researcher presented the result of this research in five research above, and all of five research have similarities with the research that have been done with the students' ability on speaking mastery in giving opinion topic but in different population.

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[34]Hafni Zuraida Ihsan and Nurul Wahidah, "Teacher ' S Efforts to Overcome the Students ' Difficulties in Speaking Ability," *Voices of English Language Education Society* 3, no. 2 (2019): p.4, https://doi.org/10.29408/veles.v3i2.1273.g919.

[35]Ildi Kurniawan, Syafrizal Sabaruddin, and Fernandita Gusweni J, "An Analysis of Students ' English Speaking Skill at Coastal Schools of Bengkulu City , Indonesia," *Journal of English Language Studies* 3, no. 1 (2018): p.9, http//scholar.google.co.id.

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

The location of this research is in IAIN Padangsidimpuan. It locates in Jln. H.T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan. This is about 5 km from the center town to the eastern. This research had been done from 9th July 2020 until 30th August 2021 .

B. Method of the Research

The kind of this research is mixed research. It means this research began by quantitative research and continued by qualitative research.The quantitative used to measure the students' ability in speaking mastery and to find the data about students' difficulties in identifying speaking mastery. While qualitative aims to find data about the efforts of English lecturer to overcome the students' difficulties in speaking mastery. The method of this research is a descriptive method. A descriptive method is "a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is."[36]

In breafly, the function of quantitative research is to know the data of the students ability in speaking masrtery. Besides that, the function of qualitative research is to know the efforts of English leccturer to figure out the students' problem in speaking mastery.

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[36]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, https://id1lib.org/book/5686376/9d6534.

C. Population and Sample

1. Population

Population is all of which are the subject in the research. "The population is the entire set of individuals to which findings of the survey are to be extrapolated".[37] In a simple definition population is all individuals declared as research subject.

The population in this research was restricted by the researcher due to the population of this research is homogenous characteristic so that the level of the difficulties can be minimized. So the population in this research is whole students in English class of FTIK at the Language Center of IAIN Padangsidimpuan. The population of the research consists of 19 groups with 495 students. It can be seen from the table follow:

Table-1
The Population of the students at the language center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020

No	Group	Total Students
1.	The 1st Group	26
	The 2nd Group	26
	The 3rd Group	26
	The 4rd Group	26
	The 5th Group	26
	The 6th Group	26
	The 7th Group	26
	The 8th Group	26
	The 9th Group	26

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[37]Paul S. Levy, *Sampling of Populations: Methods and Applications*, Fourth Edi (Canada: A JOHN WILEY & SONS, INC, 2008), p40.

No	Group	Total Students
	The 10th Group	**26**
	The 11th Group	**26**
	The 12th Group	**26**
	The 13th Group	**26**
	The 14th Group	**26**
	The 15th Group	**26**
	The 16th Group	**26**
	The 17th Group	**26**
	The 18th Group	**26**
	The 19th Group	**27**
Total Number		**495**

(Source :Academic System Operation of The Language Center of IAIN Padangsidimpuan)

2. Sample

Sample is defined as a smaller set of the data that is chosen and selected from a larger population by using certain rules. "Sample is choosing a smaller, more manageable number of people to take part in their research".[38] So, the sample takes from population with a certain amount based on the rules, which is used as participant in his/her research.

This research used the proportionate stratified random sampling to take the data. Proportionate stratified random sampling is a type of probability sampling method that using which a research organization can branch off the entire population into multiple non-overlapping, homogeneous groups (strata) and randomly choose final members from the various strata for

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[38]Catherine Dawson, *Practical Research Methods*, vol. 66 (UK: How To Book Ltd, 2012), p47.

research which reduces cost and improves efficiency".[39] The strata is

formed based on some common characteristics in the population data. This

technique was taken because the students have catogorized based

onstudents' intelligence in English based on students' score of placement

test.

Table-2
The Strata of The Score Students in Placement Test of FTIK of
IAIN Padangsidimpuan

Score	Grade
100 -80	Elementary 4
79-60	Elementary 3
59-40	Elementary 2
39-20	Elementary 1
19-0	Pre-Elemetary

(Source :Academic System Operation of The Language Center of IAIN Padangsidimpuan)

The formulation for calculating the sample size of population is using

solvin's formula, the formula as follow:

$$n = \frac{N}{1+N.e^2}$$

n = the total sample
N = the total of populations
e = the limit of error tolerance[40]

So, in this research use the formulation above to determine the sample

size, with limit tolerance 20 %, as follows:

N = 495

[39]Paul S. Levy, *Sampling of Populations: Methods and Applications*, Fourth Edi (Canada: A John Wiley & Sons, INC, 2008), p.45.

[40]Husein Umar, *Metode Riset Bisnis* (Jakarta: PT Gramedia Pustaka Utama, 2003), p141-142.

E = 20% (0.2)

n =..............?

$$n = \frac{495}{1+ 495.0.2^2}$$

$$n = \frac{495}{1+495.0.04}$$

$$n = \frac{495}{20,8}$$

n = 23

From the calculation above Based on the information of the data, this research used the proportionate stratified random sampling to take the data. The formulation can be seen below:

$$S= \frac{Ni \ N}{n}$$

S= size of Sample
Ni= size of Population
N= the total of populations
n= the total sample[41]

The calculation total of the sample with using proportionate stratified random sampling, it can be seen below:

Table-3
The Calculation Total of The Sample With Using Proportionate
Stratified Random Sampling

Groups	Population	Sample
1st Group	26	$\frac{26}{495}$ 23=1,2
2nd Group	26	$\frac{26}{495}$ 23=1,2
3rd Group	26	$\frac{26}{495}$ 23=1,2

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[41]Mohammad Natsir, *Metode Penelitian,* (Jakarta: Ghalia Indonesia, 1999), p.63

Groups	Population	Sample
4th Group	26	$\frac{26}{495}23=1,2$
5th Group	26	$\frac{26}{495}23=1,2$
6th Group	26	$\frac{26}{495}23=1,2$
7th Group	26	$\frac{26}{495}23=1,2$
8th Group	26	$\frac{26}{495}23=1,2$
9th Group	26	$\frac{26}{495}23=1,2$
10th Group	26	$\frac{26}{495}23=1,2$
11th Group	26	$\frac{26}{495}23=1,2$
Groups	**Population**	**Sample**
12th Group	26	$\frac{26}{495}23=1,2$
13th Group	26	$\frac{26}{495}23=1,2$
14th Group	26	$\frac{26}{495}23=1,2$
15th Group	26	$\frac{26}{495}23=1,2$
16th Group	26	$\frac{26}{495}23=1,2$
17th Group	26	$\frac{26}{495}23=1,2$
18th Group	26	$\frac{26}{495}23=1,2$
19th Group	27	$\frac{27}{495}23=1,5$
1st Group	26	$\frac{26}{495}23=1,2$
2nd Group	26	$\frac{26}{495}23=1,2$
3rd Group	26	$\frac{26}{495}23=1,2$
4th Group	26	$\frac{26}{495}23=1,2$
Total	495	23

D. Instrument of Data Collection

Research instrument can be defined as a tool or media that used by the researcher to get the data. The students were asked to give students' opinion about the topic that has been prepared by the writer. The writer explains about the rules of giving opinion.

In this research, the key instrument is the writer because the author collects the data directly by himself. Then the writer uses test and interview.

1. **Test**

    . The kind of oral test in this research is verbal essay. Verbal essay means the candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics. In this test the writer prepare some topic about giving opinion and the writer asks the students to choose one topic that has been prepared by the writer then the writer records the student when the student speak up about the topic that has been chosen.

    The verbal test used in this research is to measure students ability in speaking mastery especially on giving opinion. The language center of IAIN Padangsidimpuan has the own indicators of speaking that used in scoring speaking test such as fluency, structure, vocabulary and pronunciation. The indicators of speaking test can be seen in the table below:

Table-4
The Indicators of Speaking at the Language Center of IAIN Padangsidimpuan

No	Aspects	Criterions	Score
1.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not bad	2
		Bad	1
2.	Structure	Almost perfect	5
		There are some mistake but do not	4

No	Aspects	Criterions	Score
		interface the meaning	
		There are some mistake and interface the meaning	3
		Many mistakes and interface the meaning	2
		Too much mistakes and interface the meaning	1
3.	Vocabulary	Enough Vocabulary in making conversation	5
		Limited vocabulary but can maintain the conversation Getting hesitation to choose the suitable word for conversation but still maintain the conversation	4
No	**Aspects**	**Criterions**	**Score**
		Getting hesitation to choose the suitable word and making mistake to choose the word	2
		Too much mistake to choose the word	1
4.	Pronunciation	Almost Perfect	5
		There are some mistake but do not interface the meaning	4
		There are some mistake and interface the meaning	3
		Many mistakes and interface the meaning	2
		Too much mistakes and interface the meaning	1
		Score $\frac{N}{20}$x100=100	

(Source :English Lecturer' Book of the Lnguage Center of IAIN Padangsidimpuan)

2. Interview

Interview is question and answer activity that conducted by two or more people which to find the truth of a problem and needs to be proven.

"Interview means face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words"[42] So, interview is a conversation between two or more people that is called interviewer and informant, which aim to obtains information about the students' mastery in speaking especially on giving opinion sub topic.

In this research, the one of English lecturers was interviewed to get the data about the efforts that have been done, to solve the students' problem in speaking especially on giving opinion sub topic. The interview was also aimed to make sure about the result that has been obtained of this research.

E. Technique of Data Collection

Technique of collecting the data in this research as a procedure how the test was given to the students as participant in this research. The technique of data collection devided into two part, such as doing test and interview. In doing the test, First, the researcher took the letter of the research to the Language Center for giving information that the research was started. Then the writer collected the samples for doing the test. After that, giving explanation about the test. Then the students give students'

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[42]Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, Fourth Edi (New Jersey: Wiley, Inc, 2016), p116.

opinion about the topic that have been prepare and the writer records when the student gives students' opinion about the topic of the test.

The second part is doing interview with the lecturers of the Language Center that teach the students at FTIK in IAIN Padangsidimpuan on academic year 2019/2020. The first step is making an appointment with the lecturers, then coming back to the university to do the interview with English lecturers. Finally, analyzing the data from test and interview.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

1. Identifying and correction the students' speaking oral test about giving opinion

2. Using the mean score to analyzing the result of test.

To obtain the percentage of students' speaking oral test by using the formula:

$$X = \frac{\sum X \, x \, 100\%}{N}$$

X: The mean of the score

$\sum X$: The total score

N: The total students[43]

3. Description of the data, it is to describe data that have been collected.

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[43]Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

4. Taking conclusion, it is to conclude the result of the research analysis

After the researcher get the data, it has been presented in frequency table as following:

Table-5
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	75-100	High
2	56-74	Enough
3	≤55	Poor[44]

(Source : Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik)

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

1. If the value of mean score is ≤55, it can be categorized into poor ability.

2. If the value of mean score is 56-74. It can be categorized into enough ability.

3. If the value of mean score is 75-100, it can be categorized into high ability.

According to Miles and Huberman, qualitative data analysis can be define as consisting as three current flows of activity that is data condensation, data display, and drawing and veryfying conclusion. For the futhermore as follows below:

1. Data Condensation

Data condensation become the first steps to do in analyzing the data in this research. refers to the process of selecting, focusing,

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[44] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2013), p.23.

simplifying, abstracting, and transforming the data that appear in the full corpus of written-up field notes, interview transcripts, documents and another empirical materials.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

3. Drawing and Veryfying Conclusion

After finished doing data condensation and data display, the last steps to analyze the data in this research is drawing and veryfying conclusion. In other word, in this step, the researcher concludes the result of the interview[45].

From the explanation above, it can be concluded that technique of data analysis is the technique that should be done by the researcher to analyze the data so that the researcher knows the students ability on speaking mastery on giving opinion topic and also knows the efforts of the English lecturer to overcome students difficulties on speaking mastery at the language center of IAIN Padangsidimpuan.

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[45]Mile and Huberman,*Qualitative Data Anaysis A Methods Sourcebook* (California: SAGE Publicationa,Inc, 2014), p.31-32.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collecting of data. This chapter gives the detail data of the finding. This result of research discussed about the result that considered of description of data, calculating, means score to get their whole results as general, explain the students' difficulties and the efforts of the lecturers to overcome the students' difficulties. The details description of data as follows:

A. Description of The Data

1. Students' Ability in Speaking Mastery on the Topic Giving Opinion

In this research, the test was used to know the students' ability on speaking mastery at the Language Center of FTIK of IAIN Padangsisimpuan on academic year 2019/2020. Test as instrument used to collecting the data. In this research, students were asked to give students' opinion about the topic that has been provided. This research used prorportionate stratified random sampling, where the random is the students to get the sample as participants. So, there are some students from every group.

This chapter presented the result of the test about students' ability on speaking mastery, based on the data central tendency result of the ability of the students on academic year 2019/2020 that followed program of the languange center have been done. The data analysis of

the data collecting though the test. To know the ability of the students'

score clearly, can be seen in following table below:

Table-6
Students' Total Score in Speaking Mastery on the Topic Giving Opinion

No.	Students' Initial	Group	Total Score
1.	INRH	1st Group	90
2.	EFD	2nd Group	80
3.	NDR	3rd Group	65
4.	LI	4th Group	75
5.	PL	5th Group	75
6.	ASL	6th Group	70
7.	W	7th Group	60
8.	YAH	8th Group	70
9.	AJH	9th Group	65
10.	HRH	10th Group	70
11.	MP	11th Group	55
12.	M	12th Group	60
13.	AISL	13th Group	70
14.	KHDS	14th Group	60
15.	SA	15th Group	65
16.	LSH	16th Group	65
17.	MWP	17th Group	75
18.	NH	18th Group	70
19.	WA	19th Group	50
20.	NH	12th Group	70
21.	KHH	13th Group	55
22.	SPH	1st Group	75
23.	RUD	2nd Group	65
Total Score			1.555
Mean Score			67.60

Based on the table 6, the total score was 1.555 and the mean score

was 67.60. It can be seen that the students have gotten 90 as the highest

score and the students who have gotten 50 score as the lowest score.

The score of test become the resume of the data. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table-7
The Resume of Variable Score in Speaking Mastery on the Topic Giving Opinion

No.	Statistic	Variable
1.	The Highest Score	90
2.	The Lowest Score	50
3.	Sum	1.555
4.	Class Classify	5.3
5.	Class Interval	8
6.	Mean Score	67.60
7.	Modus	66.9
8.	Median	73.14
9.	Range	40

From the table 7, it was known that the calculating score for variable in speaking mastery on the topic giving opinion had been searched from 23 students. Based on 23 students have been researched 90 was the highest score, 50 was the lowest score, sum or the total score of students was 1.555, class clasify was 5.3, class interval was 8, mean score was 67.60, modus score was 66.9, median score was 73.14 and range was 40.

Based on calculated, mean score was 67.60. It can be known the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the students on speaking mastery at the Language Center of FTIK of

IAIN Padangsisimpuan on academic year 2019/2020 in giving opinion

topic, look the following table:

Table-8
The Frequency of Students Score in Distribution of the Students
Score on Giving Opinion

No	Interval Class	Frequency Absolute	Frequency Relative
1	50-54	1	4.34%
2	55-59	2	8.69%
3	60-64	3	13.04%
4	65-69	5	21.73%
5	70-74	6	26.08%
6	75-79	4	17.39%
7	80-84	1	4.34%
8	85-90	1	4.34%
	$i = 8$	23	100%

Based on the table 8, it can be drawn at histogram as below:

Frequency
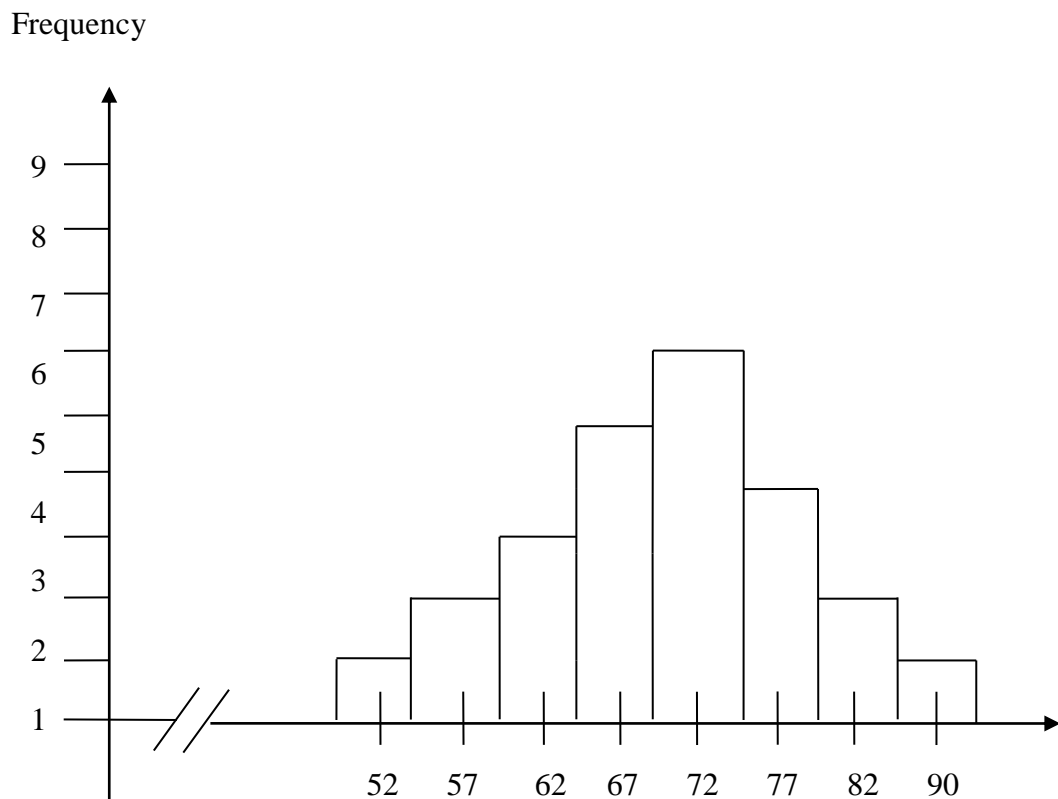
Figure 1: Histogram of The students on speaking mastery at the Language Center of FTIK of IAIN Padangsidimpuan on academic year 2019/2020 in giving opinion topic

Based on the table 8, it was known that the variable relevation of the students on speaking mastery in giving opinion shown that the respondent in 50-54 were 1 student (4.34%), interval 55-59 were 2 students (8.69%), interval 60-64 were 3 students (13.04%), interval 65-69 were 5 students (21.73%), interval 70-74 were 6 students (26.08%), interval 75-79 were 4 students (17.39%), interval 80-84 were 1 student (4.34%) and interval 85-90 were 1 student (4.34%). So, the interval in

this research shown the count of result from the sample or participant in percentage form.

From the data above, it could be found that formula and the calculating of mean scores as follows:

a. Mean Score

$$X = \frac{1.555}{23} = 67.60$$

From the calculating above, the students' ability on speaking mastery at the Language Center of FTIK of IAIN Padangsisimpuan on academic year 2019/2020 in giving opinion topic could be categories into enough category.

This research applied distribution frequency to describe the data of students' ability on speaking mastery in giving opinion topic. To know the students' ability on speaking mastery in giving opinion can be used the criteria of mean score. The description of classification or criteria of mean score on speaking mastery at the Language Center of FTIK of IAIN Padangsisimpuan on academic year 2019/2020 in giving opinion topic can be seen in the following table:

Table-9
Percentage of Students' Frequency Score on speaking mastery in giving opinion

Students range Frequency score (lowest to highest)	Category	Amount of Students
75-100	High	6
56-74	Enough	14
≤55	Poor	3

Based on the table 9 above, it can be seen the table of frequency distribution shown that the students' ability on speaking mastery in giving opinion were enough.

2. **The Description of Students' Difficulties on Speaking Skill at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020**

In this discussion, explain about the students' difficulties on speaking skill in giving opinion topic. The students' difficulties can be seen from the table below.

Table-10
The Detail Description of Students' Difficulties
in Speaking Mastery on The Topic Giving Opinion About Meatball

No	Students' Initial	Fluency	Structure	Vocabulary	Pronunciation	Total Score
1.	INRH	5	4	5	4	90
2.	EFD	5	3	4	4	80
3.	NDR	4	3	3	3	65
4.	LI	4	4	4	3	75
5.	PL	4	4	3	4	75
6.	ASL	3	4	4	3	70
7.	W	3	3	3	3	60
8.	YAH	4	3	3	4	70
No	Students' Initial	Fluency	Structure	Vocabulary	Pronunciation	Total Score
9.	AJH	2	4	4	3	65
10.	HRH	4	3	3	4	70
11.	MP	2	3	3	3	55
12.	M	3	3	3	3	60
13.	AISL	4	3	4	3	70
14.	KHDS	3	3	3	3	60
15.	SA	3	3	3	4	65
16.	LSH	3	3	3	4	65

17.	MWP	4	3	4	4	75
18.	NH	3	4	4	3	70
19.	WA	3	2	2	3	50
20.	NH	3	4	4	3	70
21.	KHH	3	3	2	3	55
22.	SPH	4	3	4	4	75
23.	RUD	3	3	4	3	65
		79	75	79	78	1.555
		68.69%	65.21%	68.69%	67.82%	

Based on the table 10 above, it can be concluded that the total of score that gotten by the students in fluency was 79 (68.69%). It means that the students got enough category in fluency. In fluency, one of the students got score 2. Beside that, fluency become one of the difficulies in speaking mastery on giving opinion topic because the students getting shy and not confident when students speak up or give students' opinion about the topic that have been provided. Therefore, it became so difficult for students to deliver students' opinion fluently.

In structure, students got score 75 (65.21%). It means that the students got enough category in structure. In structure, one of the students got score 2, it means the student got difficulties in this section. The student got score wrong choice to place the word into a good structure. That is why structure became so difficult for student.

In vocabulary, students got score 79 (68.69%).. It means that the students got enough category in vocabulary. Beside that, one of the students got score 2 in vocabulary and the students got wrong choice in

choosing vocabulary so that the students making mistake to choose the word, mumble and stop talking when students deliver students' opinion. In another side is pronunciation. In pronuncitiation students got score 78 (67.82%). It means that the students got enough category in pronunciation.

3. **The Description of Lecturer's Efforts to Overcome The Students' Difficulties on Speaking Skill at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020**

In this research, there were three difficulties that faced by students on speaking skill in givig opinion topic. Namely, difficulties in fluency, diffiultes in structure and difficulties in vocabulary. So, from the result of interview that have been conducted with the English lecturers in the Language Center, there were several efforts that can be made to overcome the difficulties of students on speaking skill in giving opinion topic. More explanation about the lecturer' effort as follows:

a. Fluency

One of the students' difficulties in speaking skill on giving opinion topic was fluency. The students faced difficulties on speaking skill in fluency because the students not confident to deliver students' opinion about the topic. Besides that, the students also getting shy when the students delivering students' opnion. So, based on the interview that have been carried out with English lecturers in the Language Center. There are several efforts that

have been done by lecturers to overcome students' problem in fluency.

The first is giving strategy in the process of learning, such as making group discussion and provide the topic of discussion. After that, the students do discussion with students' group discussion. In the process of discussion the students giving or deliver ideas to students' team mate and it make students fluent in speaking English.

The second is always giving motivation to the students that makes students more interested in English. Giving example about the topic and giving the topic that related to students' daily activity. In the other word, the vocabuary that students learn is the vocabulary that always students use in daily activity. So, it can make students fluent in speaking English.

The last is giving reward and punishment. All the name of students write down in the piece of paper and stick up on the wall . the students that speak up in Indonesian get -1 score (minus one) from 16 scores that consists of 16 meetings and the students that always speak English in every meetings get score 1. Beside that, in the end of lesson the lecturer asks the students practice with oral communication, without any preparation.

From all the explanation above, it can be concluded that there were several efforts of lecturers in the Languange Center to figure out students' problem in fluency such as giving moivation to students to rise up students' interest in speaking English especially to make students fluent in speaking skill. Working in pairs, making group and giving the topic for each group then giving their ideas or point of view about the topic comfortably without any pressure. Besides that, giving reward and punishment become one of the efforts to make students fluent in speaking English and the most important is practice a lot to make students better in fluency.

b. Structure

Another difficulties was structure. Where the student got wrong choice to place the word into a good structure. Based on the interview, things that can be done to figure out this problem was:

The first is giving translation game to the students. The game that provide emphasize the grammar or structure. The lecturer the sentences in Indonesia and the student translates it to English. After that, the others pair checking the structre of the sentences. If there is a problem the others pair fix it to be a good structure.

The second is write down some examples on the whiteboard before pacticing. The examples that have been written on the whiteboard become an indicator for students how to arrange

sentences to be a good structure. Then giving transcription of the conversation in the listening section, so that students can practice based on transcription, making game such as rearranging the sentence to be a good sentences and giving test after the lesson have finished, so that the students automatically remember the lesson.

The last is giving interesting way to teach the students so that the students not getting bored when students studying about the lesson, using GTM (Grammar Translation Method) to make students understand about structure or grammar.

From all the expalanation above, it can be concluded that there were several efforts of lecturers in the Languange Center to figure out students' problem in structure such as making a translating game, checking pairs, giving text transcript in the listening coversation to make them accustomed to the structure and giving interesting method in learning such as Grammar Translation Method (GTM).

c. Vocabuary

The last difficulties that have been found was vocabulary. Where the students got wrong choice in choosing vocabulary, mumble and stop talking when students deliver their opinion.

Based on the interview, things that can be done to figure out this problem was:

The first is memorizing vocabulary. In speaking, vocabulary is one of the important things. It should be memorized as muh as possible. So the students have rich vocabulary to make students good in English. Without sufficient vocabulary the students can not communicate effectively so that the students should memorize vocabulary. Then making interactive game, picture game an drilling.

The second is warming up, making game such as matching word. Such as matchig the word to defenition of the word, sinonym, antonym and this game play before the lesson. This game make the students not getting bord and also can enrich students' vocabulary.

The last is memorizing vocabulary and making interesting game. Such as cross word game, the students fill the word in the puzzle with the picture that have been provided and bringing realia that can bring to the class, so that the students easy to understand the lesson.

In briefly, there were several efforts of lecturers in the Languange Center to figure out students' problem in vocabulary such as providing vocabulary, memorizing vocabulary, warming

up such as matching the word, antonym, categorize word, cross word, bring a realia to the class to make them more understand about the word.

B. Discussion

1. Students Speaking Mastery Students' Ability on Speaking Skill at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020

In this part, the research would like to discusse the result of the data analysis which are relative with the description in speaking skill on giving opinion topic. After analyzing the data, it was known that The Students' Ability on Speaking Mastery at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020 were good category. The categorized good have gotten from the mean score of the students' ability in speaking mastery on giving opinion topic, the mean score was 70.44 so it can be categorized in good category.

The result of this research can be compared with previous research. The first is the research that conducted by Kurniati in her research find that There were 27 students participated in this research. Out of 27 students, no student was in excellent level of ability, 18 (66.6%) students were in good level of ability, 9 (33.4%) students were in average level of ability and there was no student in poor level

of ability. The average score of the students in asking opinion was 57.31, giving opinion was 61.87, asking for agreement was 54, response for agreement was 69.69, asking for disagreement was 52.77 and response for disagreement was 67.67. Respectively, asking for disagreement with 52.77 and asking for agreement with 54 were in average level of ability, asking for opinion with 57.31 was in average level of ability, giving opinion with 61.87 was in good level of ability while response for agreement with 69.69 and response for disagreement with 67.67 in good level of ability[46]. So the researcher can categorized that SMK TELKOM Pekanbaru is good in speaking ability about asking for agreement and disagreement was good while asking for opinion was in good level and this research that conducted by Azlina Kurniati have similarity with this reserch.

2. **Students' Difficulties on Speaking Skill at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020**

Based on the result findings, there are many difficulties that faced by students of FTIK at The Lngange Center of IAIN Padangsidimpuan on Academic Year 2019/2020 such as in fluency, structure and vocabulary. In fluency, the students got difficulties because the students not confident to deliver students' opnion about the topic. Besides that, the students also getting shy when the students

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[46]Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK TELKOM Pekanbaru," n.d., p.12, http//scholar.google.co.id

delivering students' opnion. That is way the fluency become as a difficulties in speaking mastery on giving opinion topic.

In structure, the students got difficulties because The student got wrong choice to place the word into a good structure. Such as the students forget to put the subject before to be or auxiliary verb, forget to put an article before the noun, forget to put the preposition of time before adverb of time, wrong to place the verb and wrong to choose the word. That is why structure became so difficult for students.

In vocabulary, the students got difficulties because the students lack of vocabulary. The students got wrong choice in choosing vocabulary, mumble and stop talking when students deliver students' opinion. Lack of vocabulary also make students got difficulties in fluency. If the students lack of vocabulary, the students get hesitation and not convident in delivering students' opinion.

The result of this research can be compared with previous research that conducted by Ihsan and Wahidah. Ihsan and Wahidah found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary and lack of motivation[47]. The other research was conducted by Ilham and Bafadal. In their research found that "In conclusion, the speaking ability at the second semester students of Planology Study Program of

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[47]Hafni Zuraida Ihsan and Nurul Wahidah, "Teacher ' S Efforts to Overcome the Students ' Difficulties in Speaking Ability," *Voices of English Language Education Society* 3, no. 2 (2019): p.4, https://doi.org/10.29408/veles.v3i2.1273.g919.

Engineering Faculty, Muhammadiyah University of Mataram in academic year 2018/2019 was in good level."[48] In his research, They mentioned that students faced difficulties: one of dificulties was lack in grammar which is same with this research. So it can be conluded that this research have similarity with the previous research.

3. **The Efforts of Lecturers To Overcome The Students' Difficulties on Speaking Skill At The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020**

    Besides the students' difficulties in speaking mastery on giving opinion topic there was also the efforts of the lecturers that have been done to figure out the students' difficuties in speaking mastery on giving opinion topic. In fluency, giving moivation to students to rise up students' interest in speaking English especially to make students fluent in speaking skill. Working in pairs, making group and giving the topic for each group then giving their ideas or point of view about the topic comfortably without any pressure. Besides that, giving reward and punishment.

    In structure, the efforts are such as making a translating game, checking pairs, giving text transcript in the listening coversation to make them accustomed to the structure and giving interesting method in learning such as Grammar Translation Method (GTM).

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[48]Ilham Moh and Fauzi Bafadal, "The An Analysis of Students ' Speaking Ability on Specific Purpose of Learning .," *Linguistics and English Language Teaching Journal* 7, no. 1 (2019): p.8, http//scholar.google.co.id.

In vocabulary, the efforts to overcome this difficulties are such as providing vocabulary, memorizing vocabulary, warming up such as matching the word, antonym, categorize word, cross word, bring a realia to the class to make them more understand about the word.

The result of this research can be compared with previous research that was conducted by Kurniawan. Kurniawan found that the speaking skill at Coastal Schools of Bengkulu City had difficulties and the teacher have applied some efforts to figure out this problem, such as giving motivation before starting the lesson, asking the students memorizing the vocabuary, making group discussion, and making interactive game to make students enjoying the lesson without any pressure[49]. It can be concluded that this reseach have similarity with the previous one.

In conclusion, it can be concluded that The Students' Ability on Speaking Mastery at The Language Center of FTIK of IAIN Padangsidimpuan on Academic Year 2019/2020 were enough category. The categorized enough have gotten from the mean score of the students' ability in speaking mastery on giving opinion topic, the mean score was 67.60, so it can be categorized in enough category. According to this research under tittle "The Students' Ability on Speaking Mastery at The Language Center of IAIN

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[49]ldi Kurniawan, Syafrizal Sabaruddin, and Fernandita Gusweni J, "An Analysis of Students ' English Speaking Skill at Coastal Schools of Bengkulu City , Indonesia," *Journal of English Language Studies* 3, no. 1 (2018): p.9, http//scholar.google.co.id.

Padangsidimpuan." So, that is all discussion about students' ability in speaking skill on giving opinion topic.

C. Threats of Research

In conducting of this research, it can be realized that there were threats in this research. It starts from the tittle until the technique of analyzing the data, and from arranging proposal until finishing thesis, so it can be known that is far from the excellence thesis.

In conducting the data, there were the threats time because the situation and condition were not good caused of pandemic covid-19. Another threats was most of the samples must be visited one by one to do the test, because it was dificult to collect them in the same time and place.

In this research have deployed the best by the researcher. That all the threats of this research, hoping get a fix for this thesis, the researcher also expected support from both of the advisor, friends and readers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability on speaking mastery, students' difficulties in speaking skill on giving opinion topic and the lecturer's efforts to figure out the students difficulties in speaking skill on giving opinion topic. After treating the collecting the data, the conclusion can be taken as follows:

1. The students' ability speaking skill on giving opinion topic can be categorized into enough category. It can be seen from mean score of the students' ability in speaking skill on giving opinion topic, it was 67.60.

2. The students' difficulties in speaking skill on giving opinion topic, as follows:

   a. In fluency, The students can not speak fluently because the students getting shy and not confident when students speak up or give students' opinion about the topic.

   b. In structure, The student got wrong choice to place the word into a good structure. That is why structure became so difficult for student.

c. In vocabulary, The students got wrong choice in choosing vocabulary, mumble and stop talking when students deliver their opinion.

3. The efforts of the English lecturer in speaking skill on giving opinion topic, as follows:

a. Giving moivation, doing practice, working pairs, making group, making punishment and giving reward to students to rise up students' interest in speaking English especially to make students fluent in speaking skill.

b. Making a translating game, checking pairs, giving text transcript in the listening coversation to make them accustomed to the structure and giving interesting method in learning such as Grammar Translation Method (GTM).

c. providing vocabulary, memorizing vocabulary, warming up such as matching the word, antonym, categorize word, cross word, bring a realia to the class to make them more understand about the word.

B. Suggestion

After taking the conclusion, this research was given the suggestion based on the result of this research, the suggestion as follows:

a. It is suggested to the head of the Language Center, to motivate the lecturer, especially to lecturers who hold English course.

b. It is suggested to English lecturer to keep teaching, especially in the discussion of giving opinion.

c. For the students, to keep study hard to get success in their study. Figure out the weakness to get better in speaking skill on giving opinion topic.

d. It is important to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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CURRICULUM VITAE

A. Identity

Name   : Rahmad Gunawan

Reg Number   : 16 203 00092

Place and Birthday   : Pasar Baru Malintang, the 7th of September 1997

Gender   : Male

Religion   : Moslem

Adress   : Medan – Padang Street, Pasar Baru Malintang District of Bukit Malintang, Mandailing Natal Regency

B. Parents

Mother   : Khodijah Lubis

Father   : Abdul Rahim

C. Educational Background

Elementary School   : SD N 144445 Malintang (2004 – 2010)

Junior High School   : SMP N 1 Siabu (2010 – 2013)

Senior High School   : SMA N 1 Siabu (2013 – 2016)

APPENDIX 1

Pedoman Obsercvasi (The Guidelines of Observation)

1. Lokasi Perguruan Tinggi (Institut Agama Islam Negeri Padangsidimpuan)

(The location of University (Institut For Islamic Studies Padangsidimpuan)

2. Sarana dan Prasarana Perguruan Tinggi

(The Facilities of the university)

3. Dosen Bahasa Inggris P2B IAIN Padangsidimpuan

(The English lecturers of P2B at IAIN Padangsidimpuan)

4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Tahun Ajaran
   2019/2020 Yang Mengikuti Program Pengembangan di P2B IAIN
   Padangsidimpuan

(The Students of Tarbiyah and Teacher Training Faculty on Academic Year

2019/2020 in The Language Center of IAIN Padangsidimpuan)

APPENDIX 2

The List of Interview

1. Bagaimana ibu memecahkan masalah mahasiswa di bidang kelancaran dalam berbahasa Inggris?

(How the English lecturer solve the students' problem in fluency on speaking English?)

2. Bagaimana ibu memecahkan masalah mahasiswa di bidang penyusunan kata dalam berbahasa Inggris?

(How the English lecturer solve the students' problem in structure on speaking English?)

3. Bagaimana ibu memecahkan masalah mahasiswa yang kekurangan kosa kata dalam berbahasa Inggis?

(How the English lecturer solve the students' problem that is lack of vocaulary on speaking English?)

4. Bagaimana ibu memecahkan masalah mahasiswa di bidang pengucapan kata dalam berbahasa Inggris?

(How the English lecturer solve the students' problem that is bad in pronunciation on speaking English?)

APPENDIX 3

The Instrument of Speaking Test (Giving Opinion)

Instruction:
1. Prepare your opinion about the topic that provides below!
2. Give your opinion about the food that provide below in verbal essay!
3. Give your opinion within ± 1-5 minutes!
4. It is not permitted to use dictionaries, handphone and manuals related to topics.

I. Give your opinion about "Meatball"!

Name :

Room :

Date :

No	Indicator of Speaking	Score
1.	Fluency	
2.	Structure	
3.	Vocabulary	
4.	Pronunciation	
Maximal Score: $\frac{N}{20}$x100=100		

Note:

20-39 : Weak
40-59 : Avarage
60-79 : Good
80-100 : Very Good
Padangsidimpuan,   November 2021

Validator   Researcher

Zainuddin, M.Hum   Rahmad Gunawan
NIP.19760610 200801 1 016   Nim: 1620300092

APPENDIX 4

TableVIII
Students' Total Score on Giving Opinion About Meatball

No.	Students' Initial	Group	Total Score
1.	INRH	1st Group	90
2.	EFD	2nd Group	80
3.	NDR	3rd Group	65
4.	LI	4th Group	75
5.	PL	5th Group	75
6.	ASL	6th Group	70
7.	W	7th Group	60
8.	YAH	8th Group	70
9.	AJH	9th Group	65
10.	HRH	10th Group	70
11.	MP	11th Group	55
12.	M	12th Group	60
13.	AISL	13th Group	70
14.	KHDS	14th Group	60
15.	SA	15th Group	65
16.	LSH	16th Group	65
17.	MWP	17th Group	75
18.	NH	18th Group	70
19.	WA	19th Group	50
20.	NH	12th Group	70
21.	KHH	13th Group	55
22.	SPH	1st Group	75
23.	RUD	2nd Group	65
Total Score			1.555
Mean Score			67.60

APPENDIX 5

The Detail Description of Students' Ability in Speaking Mastery on The Topic Giving Opinion About Meatball

No	Students' Initial	Group	Fluency	Structure	Vocabulary	Pronunciation	Total Score
1.	INRH	1st Group	5	4	5	4	90
2.	EFD	2nd Group	5	3	4	4	80
3.	NDR	3rd Group	4	3	3	3	65
4.	LI	4th Group	4	4	4	3	75
5.	PL	5th Group	4	4	3	4	75
6.	ASL	6th Group	3	4	4	3	70
7.	W	7th Group	3	3	3	3	60
8.	YAH	8th Group	4	3	3	4	70
9.	AJH	9th Group	2	4	4	3	65
10.	HRH	10th Group	4	3	3	4	70
11.	MP	11th Group	2	3	3	3	55
12.	M	12th Group	3	3	3	3	60
13.	AISL	13th Group	4	3	4	3	70
14.	KHDS	14th Group	3	3	3	3	60
15.	SA	15th Group	3	3	3	4	65
16.	LSH	16th Group	3	3	3	4	65
17.	MWP	17th Group	4	3	4	4	75
18.	NH	18th	3	4	4	3	70

		Group					
19.	WA	19th Group	3	2	2	3	50
20.	NH	12th Group	3	4	4	3	70
21.	KHH	13th Group	3	3	2	3	55
22.	SPH	1st Group	4	3	4	4	75
23.	RUD	2nd Group	3	3	4	3	65
Total Score							1.555
Mean Score							67.60

APPENDIX 6

Description of Data

The students' score from low score to high score

50	55	55	60	60	60
65	65	65	65	65	70
70	70	70	70	70	75
75	75	75	80	90	

1. The highest score = 90

2. The lowest score = 50

3. Range = (Highest score − Lowest score = 90- 50 = 40)

4. Total of Class = 1+ 3.3 log (n)

= 1+ 3.3 log (23)

= 1+ 3.3 (1.3)

= 1+ 4.29

= 5.29

= 5.3

5. Interval $(i\ )= \dfrac{Range}{Total\ of\ class}$

$= \dfrac{40}{5.3}$

= 7.54

= 8

6. Mean Score

Interval Class	F	X	x	Fx	x²	Fx²
50-54	1	52	3	3	9	9
55-59	2	57	2	4	2	16
60-64	3	62	1	3	1	9
65-69	5	67	0	0	0	0
70-74	6	72	-1	-6	1	36
75-79	4	77	-2	-8	4	64
80-84	1	82	-3	-3	9	9
85-90	1	87	-4	-4	16	16

$$MX = M + i \ \Sigma \frac{Fx}{n}$$

$$= 67 + 8 \frac{-11}{23}$$

$$= 67 + 8 \ (0.47)$$

$$= 67 + (0.60)$$

$$= 67.60$$

7. Median

Xii (i) $= 65\text{-}0.5 = 64.5$ (b)

$\quad$ n $\quad = 23$

$\quad$ F $\quad = 5$

f $\quad = 6$

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

$$= 64.5 + 8 \left(\frac{\frac{1}{2}23 - 5}{6} \right)$$

$$= 64.5 + 8 \ (1.08)$$

$$= 64.5 + 8.64$$

= 73.14

8. Modus

$$Mo = b + p\left(\frac{b_1}{b^1 + b_2}\right)$$

$$= 64.5 + 8\left(\frac{1}{1 + 2}\right)$$

$$= 64.5 + 8\ (0.3)$$

$$= 64.5 + 2.4$$

$$= 66.9$$

APPENDIX 7

The Documentation of Doing the Research

When Doing The Test With The Students

When Doing The Interview With The Lecturers

APPENDIX 8
Transcription of Speaking Test

1. I wanna tell to you about my opinion. In my opinion meatballs are one of the most *popular* food in Indonesia. Why do I say that because *since* I was *child* meatballs have become a pavorite food among many people. Raging from children, teenegers, *adults* and even parents. Meatballs can also turn a person's <u>bad mood into a mood booster</u> but sometimes meatballs can make someone's skin <u>easy or allargic</u>. So my advice is we can eat meatballs but not too often. For example, once every two weeks. Insya Allah our health will be more controlled about phsycal health and money health. Thank you.

Fluency   : 5
Structure   : 4
Vocabulary   : 5
Pronunciation : 4

2. I wanna share to you my opinion about meatball. I think meatball is delicious and I think meatball is one of the most popular food in Indonesia. Almost people in Indonesia like meatball. If we ask some people do they like eating meatball or <u>no</u> almost them will answer yes, I'm sure that. Not just in Indonesia but in abroad and stranger like meatball too. As far as I know meatball is not healty to eat everyday. So you can eat it sometimes, you have to controll youself althought <u>you crazy</u> about meatball. <u>Yaa,</u> meatball is ground meat rolled into small ball and sometimes along with another ingredients such as bread crumbs, minced onion, eggs, butter and seasoning. I think <u>that all.</u> Thank you. Assalamuaikum Wr.Wb.

Fluency   : 5
Structure   : 3
Vocabulary   : 4
Pronunciation : 4

3. In my opinion about meatballs, meatballs are traditional food and also food that we <u>encounter anywhere</u>. Meatballs are also one of the favorite food of most people especially me because the metballs have a

distinctive taste and delicious when enjoying it. As I <u>read article</u> about meatballs, <u>can also</u> met protein intake for our bodies and <u>are usual</u> usefull in preventing anemia but <u>behind is enjoyment meatballs</u> are also very danger if consume continously can cause heart deases are cancer if the use of flavoring is too excessive in the meatball.

Fluency   : 4
Structure   : 3
Vocabulary   : 3
Pronunciation : 3

4. In my opinion, meatballs are very delicious food and <u>are also</u> well-known among the public about teeneger, children and even adult. Besides being delicious, meatballs <u>are so</u> have various types, such as meatballs that use peanut sauce and originally sauce. Not too danger for us unleast there are people who have embed of eating meatballs. For example the case of an illness. This meatballs can also add like fruit, food are crackers too add flavor to make it more delecious but when we eat meatballs, we must <u>first</u> assess wheater the meatball are good because there has been of information <u>circulating</u>, many people do not use meat for it. This is very danger for our health.

Fluency   : 4
Structure   : 4
Vocabulary   : 4
Pronunciation : 3

5. Ok, <u>aaa</u> I think meatball is very popular food in Indonesia because the taste very suitable for the Indonesian tongue. Meatball are becoming a very popular and <u>people for four</u> many reasons, first , there are many types of meatball, such as pentol meatball, tendo meatball, chile meatball and many more. All this types, everyone can choose acording to their own taste. The second is very cheap and fits the of all people. The third, <u>can be found</u> everywhere and the taste we can make or we can order according to our taste is it spicy, medium or a bit spicy and based on me, I prefer spicy meatball. It doesn't matter about the types but the most important is spicy and according to my pocket. As you know I'm student where's far from my parents so I have to be got extra

money, right especially for food and I suggest you meatball lovers to eat spicy meatballs when you have a lot of problem because it will make you <u>forgot</u> your problem and the from me, as not Indnesian if you have never eat the meatball. Thank you.

Fluency   : 4
Structure   : 4
Vocabulary   : 3
Pronunciation : 4

6. Ok. I think meatballs are delicious food especially for teeneger. Meatballs have distinctive texture which is made from chicken or beef. Meatballs have taste that is intuate. Meatballs are very large by other people especialy me bacause meatballs are very easy <u>together and also the price.</u>

Fluency   : 3
Structure   : 4
Vocabulary   : 4
Pronunciation : 3

7. I don't really like meatballs because meatballs have a lot of flavoring and too <u>fat an oil</u>. I <u>very very</u> eat meatballs, I eat meatballs only e few times with my friends or my family. At home, I also never eat meatballs because my family doesn't like to eat meatballs. At my hometown there is one seller of my regular meatballs because the meatballs don't have too much flavor and loves the vegetable. That's the only place I usually buy meatballs and that only a few times. Basically, I don't really like meatballs, <u>mmm</u> such as pride meatballs, great meatballs or something else.

Fluency   : 3
Structure   : 3
Vocabulary   : 3
Pronunciation : 3

8. So, I give my opinion about meatball. Meatball is one of my favorite food. Actualy a lot of stock my favorite food. <u>Mmm</u> <u>I think I wish</u> made for meatball but <u>it's is</u> overweight I think but everybody must be liked meatball, why isn't it? But <u>mmm,</u> I'm very corious and unexpected around the new variant of the meatball like pentol meatball, larva meatball, granade and bomb meatball <u>mmm</u> I don't want it wherever to know. So, I can't eat meatball everyday but is not gonna be happened becaue my healthness. I do is gonna be happened healthness but yes. I will said I <u>can meatball</u> everyday and I have a little experience eat with meatball because when I was a child may I told I only can eat meatball, I mean I only want to eat if meatball most far of me, a little bit delicious but it's really happen. I don't know why but yess I love meatball, I love meatball for most. I think <u>future own</u>, in the future, I want to try, I want to try every meatball in the world but I know it's impossible but yess I want it. A lot of radicolous but I love with it. But it's just a slice of dream but <u>yaaa</u> why <u>met not</u> break it. So, I think my opinion about meatball but the point is meatball is very <u>very</u> delicious. Anyone wants to try, thank you.

Fluency   : 4
Structure   : 3
Vocabulary   : 3
Pronunciation : 4

9. In my opinion, meatballs are delicious food beside that, the price is very effordtable and easy to get anywhere but you shouldn't eat meatball too, <u>after because</u> the <u>content</u> a lot of fade and <u>are</u> not acceptable for <u>health</u>, thanks you Assalamualaikum W.r. W.b

Fluency   : 2
Structure   : 3
Vocabulary   : 4
Pronunciation : 4

10. I think meatball is popular food in Indonesia. Meatball is delicious food. Meatball has <u>good a nice</u> taste especially meatball with chili sauce. It's spicy. Meatball isn't expensive and meatball is not healty to us if we eat every day.

Fluency : 4
Structure : 3
Vocabulary : 3
Pronunciation : 4

11. In my opinion, meatball is the kinds of junk food because it has <u>hight fat</u> and it also not good for human health if we consume it too much and regularly. Also when we are eating meatball it's very delicious if we combine with chili sauce, right. But behind the delicious taste, there are so many kinds of preservative and chemical drug containt in it that can cause tumour, cancer and other deases like that but it's ok if you want to eat meatball just once in awhile, thank you.

Fluency : 2
Structure : 3
Vocabulary : 3
Pronunciation : 3

12. In my point of view, meatballs are made from the main ingredient of a set of meat. <u>Mix </u>with another ingredients <u>such ground</u> beef then boil, the turn meatball is ususally <u>followed the</u> name of the type of meat used as the main material. Such as beef meatballs, chicken meatballs and fish meatballs. Meatball is a typical Indonesian food that is liked by people from <u>small</u> children <u>to</u> adult. Many of women falling love with the taste. Personally my favorite food is meatball because I think it taste very good and has many flavor <u>and</u> safe and it's easy to get <u>and</u> the price also effortable and meatballs are usually very friendly to bu yours. Ok just it my opinion, thank you.

Fluency : 3
Structure : 3
Vocabulary : 3
Pronunciation : 3

13. In my <u>opinion delicious</u> meatballs are one of my favorite food because the meatball contains meat that has been born with the big balls and combine it with a sauce of various and produce delicious food and one

of the famous food in Indonesia. <u>Bakso or</u> Bakso is in Indonesian meatballs are <u>made beef</u>. It texture is similar to the Chinese meatball, fishballs or frogballs. Togar bakso <u>my review</u> to the single meatball or the complite meatballs. Mie bakso refers to bakso serve with noddle and rice. Bakso is one of the most popular street food in Indonesian cities and village, right. Thank you, Assalamualaikum Wr. Wb.

Fluency   : 4
Structure   : 3
Vocabulary   : 4
Pronunciation : 3

14. I think meatballs are the most delicious food in the world. I never get tired of eating meatballs beacaue of the <u>soap enjoying texture</u>, with has a delicious taste of the chiken <u>and even</u> fish and more safery meatballs sauce with makes the meatballs more delicious.

Fluency   : 3
Structure   : 3
Vocabulary   : 3
Pronunciation : 3

15. I have no doubt that meatballs are the most delicious typical Indonesian food but I strongly believe behind the delicious taste of meatballs it <u>has negative</u> side. One of the reason is <u>often unhealty meat</u> in meatballs, use excessive seasoning and others.

Fluency   : 3
Structure   : 3
Vocabulary   : 3
Pronunciation : 4

16. I will tell you my opinion about meatball. Ok, I think meatball is delicious. So, I always buy meatball, maybe every week or maybe <u>oooo</u> every day but now just sometimes if I want to eat meatball so I buy that cause I agree with the opinion of some people <u>they are said</u> to me meatball is not healty and that's <u>can me fat</u>. So I feel that's true. I think enough, Assalamualaikum Wr. Wb.

Fluency   : 3
Structure   : 3
Vocabulary   : 3
Pronunciation : 4

17. I think meatballs are a food that many people like, myself <u>includely</u> like meatball from the various flavours, the meat can <u>also very</u>, beaf <u>eaaa</u> the feels beaf and others then the greavy is delicious and feel it. <u>Can be</u> make to compliment lunch, dinner as a greavy. Behind the compliment the fee of meatball is very effortable and easy to get for elementary, school, children can buy meatballs the coast a thousand, thank you.

Fluency   : 4
Structure   : 3
Vocabulary   : 4
Pronunciation : 4

18. Here, Iwant to tell you my opinion about meatball. I think meatball is the most famous food in Indonesia. Almost in several city throught out Indonesia we can find this food call Bakso. For some people think that meatballs are the most delicious meal. In addition to delivery effortable price. Meatballs are also very easy to find whereever we are. There are so many kinds of <u>meatballs. There are</u> small meatballs, meatball noodle, jumbo meatballs and soto meatballs. For some of reasons, Indonesian people really like meatballs. So, you can find meatball sellers in many place in Indonesia like in the school, mall, street and maybe next to the stadium <u>and</u> in the party and they usually sell meatball use motocycle to go everywhere. Thank you.

Fluency   : 3
Structure   : 4
Vocabulary   : 4
Pronunciation : 3

19. Now, I want to tell you about one of my favorite food. In this country we have a popular food in our house, the name of food is meatball. Its

meat of beaf with some flour in Indonesian taste. My opinion about the meatballs, I really like it beides the meatballs are delecious, there is a story from my childhood about meatballs when I was in elementary school, I didn't have extra money to buy meatballs because my mother didn't recommend eating too much food outside especially junk food. So, when I have <u>more</u> money, like on eid mubarok my friend and I will buy meatball without asking mom and dad for money. I really enjoy eating meatball with my cost and untill now if we have a long time we will go to our regular meatball baker. If you want to know the name of the meatball we often go to eat meat <u>ooo</u> goyang lidah in Padangsidimpuan <u>or </u> Bakso anda in Padangsidimpuan, I think enough, <u>eee</u> Assalamualaikum Wr. Wb.

Fluency : 2
Structure : 3

Vocabulary : 3
Pronunciation : 2

20. My opinion about meetball is a type of meatball commonly found in Indonesian cuisine. Meatballs are generally made from a mixture of ground beef and tapioca flour, but there are also meatballs made from chicken, fish, or shrimp and even buffalo meat. In its presentation, meatballs are generally served hot with clear beef broth, mixed with noodles, vermicelli, bean sprouts, tofu, sometimes eggs and then sprinkled with fried onions and celery. Bakso is very popular and can be found all over Indonesia; from street vendors' carts to large restaurants. Many types of meatballs are now offered in the form of frozen food sold in supermarkets or malls. Sliced meatballs can also be used as a complement to other types of food such as fried noodles, fried rice, <u>or capcai</u>. <u>The Reason Indonesian </u>Like to Eat Bakso usually because the taste of meatballs is very suitable for Indonesian tongues. It has a soft, chewy texture, and easy-to-eat beef is the main attraction. The savory coupled with a lot of chili sauce will definitely make your tongue sway

Fluency : 3
Structure : 4

Vocabulary : 4
Pronunciation : 3

21. I think meatballs are one of the food that many people like especially Indonesian, meatballs sellers are easy to find in anywhere such as in market, store, canteen or even meatball seller, sellers who go around using car. Many people like meatballs because beside it taste delicious the price also cheap or effortable. I also eating meatballs it's place more delicious than taking it home because if we eat at his place we can adjust the taste according to our taste and this meatballs are very suitable for the tongue of Indonesian people who like spicy.

Fluency : 3
Structure : 3
Vocabulary : 3
Pronunciation : 2

22. Here I wanna give my opinion about meatball. Meatball is the delicious food I really like it. Meatball is very popular in Indonesia. I think every people in Indonesia know meatball well for many of them choice and decide to sell meatball because meatball have yummy taste and cheap cost. It's really suitable for my pocket as a student. I always buy meatball with my bestfriend. Meatball so easy to find in Indonesia. Based on me, I always eat meatball with much sauce and chili because I really like spicy food sometime I also eat meatball with noodle. Meatballs have variant taste like sipp meatball, metal meatball, jumbo meatball, mangkok meatball and so on and I really love, I really love it, all of them I really love it.

Fluency : 4
Structure : 3
Vocabulary : 4
Pronunciation : 4

23. I want to give my opinion about meatball. You know, this my favorite food. Some of them said eating meatball too often is not good, I agree with that statement but it is undenyable that I... was eat meatball once a week. I think that meatball very delicious food whatever it is made

from beaf, chicken, fish meat and so on. My mother doesn't like meatball, She says meatball <u>don't taste good</u> and I don't approve of that. Maybe this all I can say thanks you.

Fluency   : 3
Structure   : 3
Vocabulary   : 4
Pronunciation : 3

APPENDIX 9

Transcription Interview With The Lecturers

1. **Fluency**

   a. So, to overcome students' problem in fluency speaking English, we have several strategy. For example, there is a topic. We give the topic then we do a discussion, discussion in English, discussion in pairs or discussion in group, right. That will make them fluent and they will rise up their confidence. So, if not pairs either group. Making them always to speak in English.

   b. The first, I often give motivation that useful to rise up their interest in speaking English. The second, at the classroom always give example that related to the topic, with their daily activity before they do or practice in speaking English. So, the language or vocabularies that will be or they did in speaking English can be said repetition activities continually like before that make them become accustomed to and doing more practice. So that can help them fluently in speaking English.

   c. The first is motivtion, I give them motivation. So the motivation, I have the way to give them motivation. I stick up on the wall a piece of HVS that consist of their name. So, the students that speak Indonesian language, I write -1. It means that minus one point. Minus one point, right. So, if they speak Indonesian language in my class and we have 16 meeting. It means that minus 16 points and clearly I will write it. So, before I leave the class every students have a chance to see their score or the result. For students that active in speaking English, I give a star or one star. It actually means plus 1 and every students that active in speaking English in my class means that He or She get 16 stars and after I apply this way they more active in speaking English. And the second, actually I apply more practice, practicing in the class because practicing outside the class we can not controll them, right. Maybe not all or even neither speaking English. So I apply practice in the end of lesson and this practice must be spoken language not written language. I call it as spoken language because they speak naturally without transcription, so must be natural or directly speak up that related to the topic at the time, such as

the material about holiday, right. Inside there is a grammar, after the lesson has been learned, at the end they have to speak about holiday in the past. So that my efforts, motivation and practice.

2. **Structure**

   a. Talking about grammar, there are several that must be memorized. For example, when I am teaching in the class grammar is pressured especially in written expression. So we make a game and they write such as translating game, we make in Indonesian langue and they write in English language so they make grammar by theirself. So if there is a problem, we make students to pairs checking. Pairs checking is checking their grammar with the others pairs. For example, there is a pairs with two person and beside them there is a pairs also and they compare their answer each other, that is a pairs checking.

   b. At the frst meeting when there is a lesson or practicing speaking like I mention before, we make example in whiteboard before doing practice so that they have a indicator or explanation or what we call, so that they still in the environment of the speaking topic. Besides that, several things that often I use so that they become accustomed to struture or grammar such as giving transcript listening not transcript but text script. So, from the text script they can directly practice, they listen to listening conversation while listening the will look what it call, sometimes I make fill in the blank, we make empty script in the text script, so first the fill it and checking together and the last they practice it. So indirectly, they have been listening, practicing the structure. So, automatically they do not memorize. So, because they become accustomed to structure. So, automatically they repeat it. Because this thing mostly find in every lesson. So, there are several the others strategies that can I make after learn about the lesson such as giving test or examination so that they more remember such as conclusion but like a game such as word order wich is students rearrange the sentence become a perfect sentence to makesure students remember about what have been spoken. Maybe just it.

   c. Actually, to figure out this problem should be have the interesting way, the interesting way in teaching. In the process of teachig grammar, I use method, the method of teaching grammar. The method can be GTM

(Grammar Translation Method) because after I analyze they more understand with Grammar Translation Method such as in teaching present continious tense for example, they know "I am teaching now" for example. They know it present continious tense. They know the form but I am not focused on the form but the first is meanig. So, when we said "I am teaching now" now here be underlined. Oh "now" that mean. So they can understand when they outside, they can speak what they are doing, right. Then can be applied the game so that the students not feeling bored. Because mostly of students getting bored so they can not interested in. We can apply the game or the interesting method.

3. **Vocabuary**

a. Vocabulary also so important in English especially when we are speaking we should have reach vocabulry. The first effort is exactly memorizing and do not forget, when we are teaching provide the table of vocabuary. The vocabulary that written on whiteboard order the students to memorize that and repeating that vocabuary, repeating and memorizing. Then exactly with make a game, the interactive game, pictures game, race game and do not forget driling. Drilling is for example we order students to drill "fine" and making group. Maybe just it for vocbulary.

b. Talking about vocabulary, I often use game at the first of lesson or warming up. We play a game such as matching word. So there is a word match to the defenition like that. Then there is two syllables, two syllabels word. Like antonym or oppossite word, matching word, categorize word, brain storming, word number and so on. I apply in the class before start the lesson. So there is vocabulary that will be given or like adjective and make a game about adjective like the opposite word. This is can be played before studying or warming up. From that several strategies, so I can see their progress in vocabulary and also enrich their vocabulary. From the new things and they know it.

c. memorizing vocabulary. Most of vocabuary should be memorized. This word means... I like to apply like before same with grammar. Applying the interesting method or strategy. In the vocabulary I often apply cross word then the students given the pictures. For example, the first picture is downward such as a car and they fill car. Then I often apply word search

in the heap of word but if I apply this we have to prepare for material and we copy that for the students, students make in pairs then find the word in the heap of word. For vocabulary, I often bring realia, directly bring the things to the class if that possible. For example, car can not bring to class. If it is possible like the things inside the class like food or countable noun and uncountable noun like sugar, oil, if it is possible.

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18 September 2019

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Kepada Yth:
1. Dr. Fitriadi Lubis, M.Pd   **(Pembimbing I)**
2. Sri Rahmadhani Siregar, M.Pd   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.
        Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan 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' Ability on Speaking Mastery at The Languange Center of IAIN Padangsidimpuan.**

        Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability on Speaking Skill at The Language Center of IAIN Padangsidimpuan"**.

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.

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27 Desember 2021

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Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 30 Juli 2021-30 Agustus 2021 dengan Judul : **"The Students' Ability on Speaking Skill at The Language Center of IAIN Padangsidimpuan"**.

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