

## **CHAPTER 1**

### **INTRODUCTION**

This chapter deals with the background of the research which tells about students speaking skill in describing people at second semester of Sport and Health Education . Setting of the research contains about the main problems which have previously the researcher formulated in background of the research. Limitation of the research is the focus of the researcher in this research. Formulation of the research contains a research question will be answered by researcher in this research. Purpose of the research describe about purpose which will be gained through the research's process. Significance of the research describe about contributions of the research. These chapters end with definition of the key terms.

#### **A. Background of the Research**

University of Pasir pengaraian (UPP) is one of the favorite campuses for prospective new students in Riau. The location is on Tuanku Tambusai Kumu, Rambah village, Rambah Hilir, Rokan Hulu, Riau Province, Indonesia. For general information, university of Pasir Pengaraian was established on 03 August 2009. University of Pasir Pengaraian in it's work has a vision and mission and objectives in carrying out it's education, namely:

#### **A. Vision**

The vision of university of Pasir Pengaraian is “to become a professional and leading educational institution, competative and play an active role in

providing human resources who are faithful, pious and master science and technology and are environmentally friendly.

**B. Mission**

Organizing professional education in the field of technological science, socio-economic science based on faith and piety. Carry out research as an effort to develop and discover new science and technology and socio-economic fields. Implement the application of science, technology and social science based on faith and piety in the context of achieving equitable prosperity for local, national and Indonesia communities in the world.

English has important to achieve world class university. World class universities to society and can provide solutions by driving innovation, especially in the areas of rapid technological and social disruption. The series can explore university rankings, as well as challenges and opportunities in boosting the competitiveness of higher education institutions. Discussions reflect what key qualities are needed to achieve world class status, and how top universities respond to local and global issues.

English has important roles as the communication media. It is also used for challenges of technology, sciences and culture that requires us to learn English deeply. In English education, there are four language skills that need to be mastered by students, listening, speaking, reading, and writing.

In Indonesia, English is not only regarded as a second language which is widely used in both formal and informal occasions but also considered as the first foreign language and taught formally from elementary school up to the university level. Therefore, English major course must be learned and mastered by every

students. In modern era English is very universal thing so that it can make people to be able to interact and communicate easier even though we come from different countries in the world.

One of language skill aspects which is very important in fielding creative, critical and smart future generation is speaking skill. By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. According to Nunan in Cagri (2012) speaking is a productive aural / oral skill that can be directly and empirically observed. If the students can speak English well, it means they are good at English. Speaking need some components to support it. They are fluency, vocabulary, pronunciation, grammar and comprehension. To speak English is not easy, because the people should master some aspects in speaking.

The ability to speak English as a second of foreign language well is an important goal for many learner: Kawai (2008). When learning English skills that are dominant, it is talking here that there are still many students having difficulty speaking languages. The main problem is the anxiety of students lack of

motivation in students so the solution of students must mean speaking, socializing, class, and outside the classroom.

Mastering speaking is not easy. In learning speaking, the students are usually face some the problem during teaching learning process. The problem in speaking can be seen from two aspects, these are psychological aspect and language aspect. Psychological aspect: Fear of mistake, shyness, anxiety, lack of confidence, lack of motivation, lack of pronunciation, and lack of vocabulary. Language aspect: inhibition, Nothing to say, low in uneven participation, and mother tongue use.

In University of Pasir Pengaraian there are seven faculties. Faculty of Law, Faculty of Health and beauty, Faculty of Agriculture, Faculty of Engineering, Faculty of Computer Science, Faculty of Economics and Faculty of Teacher training and education.

One of the non-English study programs that study English is sports and health education study program. At Sport and Health Education study program not study general English, they learn English for specific purpose. Based on the curriculum, English is delivered for second semester Sport and Health Education study program in University of Pasir Pengaraian. Sport and health education has 2 sks for english subject. In the second semester, they learnt English on Thursday. The students only learnt for one hour per week. The students were not familiar and some of them were not always speak English, they could not produce some words or sentences, because difficult to memorize or lack of vocabulary. The students difficult to pronouncing words or sentences in English. The students also

shy to speak English. Some students also not understand completely when the lecturer talks to them. Furthermore in the second semester at Sport and Health Education they learn about some topics, self introduction, money, count, and describing people.

From some of the topic that studied at second semester, the researcher want to find out how students' speaking skill in describing people. Describing People is describe someone based on their characteristics and appearance. In describing, students are given a topic which contains name of the object being described; it can be person, place, and things. In addition, the text or the topic also pictured the character of the object such as the appearance, personality, and behavior with words. Based on the explanation above, the researcher would like to conduct a research under title-Students Speaking Skill In Describing People at Second Semester of Sport and Health Education study program of University of Pasir Pengaraian.

### **B. Setting of the Research**

Based on the explanation above, the second semester students of the Sport and Health Education study program of university of Pasir Pengaraian have a subject about Describing People. The researcher wants to analyze their skill in Describing People.

### **C. Limitation of the Research**

Based on the setting of the research above, researcher limits the research of students speaking skill in Describing People of second semester of Sport and Health Education study program.

#### **D. Formulation of the Research**

Based on the limitation of the research above, the researcher formulate this research question as follow: How is students' speaking skill in describing people at second semester of Sport and health Education study program?

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

The purpose of this research as follow: To know how the students' speaking skill in describing people at second semester of sport and health education study program.

#### **F. Significant of the Research**

The researcher hopes that the result of this research will be benefical both academic and practically.

1. For students

For students, this research can be used to give contribution to sport and health education of university of pasir pengaraian in improving their speaking skill.

2. Researcher

For researcher, the reseacher want to know how students speaking skill in describing people in sport and health education of University of Pasir Pengaraian.

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

1. Speaking is a communicative way to learn English because it always uses in communication. According to Brown (2004) speaking is a

productive skill that can be directly and empirically observe those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill which necessarily compromises the reliability and validity of an oral production test. In this research, speaking skill means the students speaking in Describing People of Sport and Health Education of University of Pasir Pengaraian.

2. Describing People is describe someone based on their characteristics and appearance and conveyed through words. According to Wignel (2005) describing people is describe several things such as person, place, and other certain things to the readers or hearers. In this research, Describing People is the describe someone or family based on their characteristics and appearance by the students of Sport and Health Educat

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of related theories where the puts the opinion from the expert. It is also describe about review of related findings and conceptual framework that used researcher as literature review. The researcher puts some theories related to the title of this research to support this research.

#### A. Review of the Related Theories

##### 1. The Nature of Speaking

Speaking is very important language skill. Many expert have some different definition about speaking. Brown (2004) speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-takers lostening skill which necessarily compromises the reliability and validity of an oral production test. In other word somenone`s ability in speaking is easily measured by the speaking partner. That can effect the continuation of the conversation.

Speaking is a communicative way to learn English because it always uses in communication. Hoge (2014) speaking English is not a passive activity. You must connect with other people. You must constantly ask and answer questions. You must communicate ideas, emotions, and descriptions. You must be ready for the unexpected. You must be spontaneous. You must actively interact. Or we can say a conversation can run smoothly and continously when



the speaker involved in it have good ability in speaking, because in conversation there are activities like questioning and answering. And in conversation, people involved in it are demanded not only able to understand the speaker partner but also able to make him or her understand about what he or she says.

Gower (2016), speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consist of using vocabulary, grammar and pronunciation, through some activities, fluency take into account the ability to keep going when speaking spontaneously. It means that in speaking someone should be able to convey what come to his or her mind in correct from of sentence, choice of word and able to keep conversation continued, and furthermore to have good speaking ability the language components must be taken into granted.

Collie and Slater (2005) express their idea about speaking, speaking will encourage the development of the fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.

According to Niati (2022) speaking is a basic skill in learning English and very important language skill, because it is integrated to the learning process.

While Rahayu (2015) argues that speaking is a language skill or means of communication in which one can express his/her idea. In other word when someone wants someone else understand what he or she want, he or she must be able to speak it up.

## 2. Components of Speaking

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. The components of speaking English according to Brown and Yule (2016) are as follows:

### a. Pronunciation

Pronunciation is the act or manner of the speakers produce clearer language when they speak. It deal with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It is included the segmental features, vowels, consonants, words stress, tone pitch and intonation patterns. For that reason, if the speakers want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use the appropriate stress and intonation pattern and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning.

### b. Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence. It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms in

appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs and idioms. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary.

d. Fluency

Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When fluently the speakers should be able to get the messages across with whatever resources and abilities they have got regardless and other mistakes.

e. Comprehension

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

**3. Types of Speaking**

There are many types of classroom speaking performance that students are expected to carry out in the classroom. Brown (2004) explained five types of speaking as follow:

a. Imitative

Students practice an intonation or try to identify a certain vowel sound.

The elements of language form are the focus of this activity.

b. Intensive

This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is done by individual or even in pairs.

c. Responsive

It means that students practice their language by answering someone questions. This activity use simple utterances which can meaningful and authentic.

d. Interactive

Include multiple exchanges and or not multiple participants.

e. Extensive (monologue)

Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.

Based on those five types of speaking, it can be concluded that the students' need to master the pronunciation, fluency, vocabulary, grammar and also comprehension to show a good speaking performance.

#### 4. Elements of Speaking

The elements of speaking is very important for people who learn the language to master of speaking because they can acquire the ability to

communicate. According to Harmer (2007) there are two elements of speaking:

1) Language Feature among the elements necessary for spoken are as the following:

a. Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened through contraction and stress patterning.

b. Expressive devices are the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning.

c. Lexis and grammar related to the ability to use a number of common lexical phrases, especially in the performance of certain language functions.

d. Negotiation language is the ability to get benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. On the other hand, mental or social processing is also including the element of speaking.

2) Language processing are as the following:

a. The ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b. Interacting with others. This means that speaking also involves a good deal of listening, and understanding of how the other participants are feeling.

c. Information processing: the ability to process the information the moment we get it.

## 5. Difficulties In Speaking

Speaking is the most difficult for English Foreign Language. Hinkel (2005) he said that speaking skill is considered as a hard skill to master-the most complex and difficult skill to master. Although speaking is considered a main language skill that students should improve, this does not mean it is simple to master. Therefore, students need to be encouraged to master this skill. Zhang (2009) speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problem during teaching learning process. The problem in speaking can be seen from two aspects, these are psychological aspect and language aspect.

### A. Psychological problem

juhana (2012) there are some psychological factors that faced by the students when they speaking in the class:

#### 1) Fear mistake

Many theorist argued that fear mistake becomes one of the main factors of students' reluctance to speak in English in the class room. Aftat (2008) adds that this fear is linked to the issue of correction by students' fear of being laughed at by other students or being criticized by the

teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistake is not a wrong thing. Because students can learn from their mistake.

## 2) Shyness

Shyness is an emotional thing that many students suffer from at home time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom, Juhana (2012). Speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

## 3) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning foreign language. Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. Juhana (2012), anxiety about speaking a certain language can affect students' performance. It can influence the Quality of oral language production and make individuals appearless fluent than the really are. By the explanation above, the teacher should make an attempt to

create a learning atmosphere which gives students more comfortable situations in their learning activity.

4) Lack of confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand others speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

5) Lack of motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Motivation is an inner energy, the learners process will enhance their study interest from motivation. So, the students should to have the motivation so that their speaking performance will be successful.

6) Lack of pronunciation

Pronunciation refer to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm. Many students think that good English speaker assessed by the correct grammar and good pronunciation. The problem which is often faced by the students is about pronunciation. They felt



difficult to pronounce certain words because in English between pronunciation and writing are different.

#### 7) Lack of vocabulary

Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary. The students that do not know the vocabulary, then they use Indonesian Language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an advice that conversation requires vocabulary mastery. The students have not confidence in speaking English because they are afraid if they choose the wrong word.

#### B. Language problems

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency.

Penny Ur in Hendra (2012), the students' speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

#### 1) Inhibition

Unlike reading, writing, and listening activities, speaking required some real time exposure to an audience. Learners is often inhibition about

trying to say things in a foreign language in the classroom, such as worried about making mistake, fearful or criticism, or shy of their speech attracts.

2) Nothing to say

Learners often complain that they cannot think of anything to say and they have to motivation to express themselves. The learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

3) Low in uneven participation

In a large group, each student will have very talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

4) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) suggests some reason why students use mother

tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain to another if there is no encouragement from the teacher. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

## **5. Speaking skill**

Morozova (2013) explained that English skill has been world's need which was not only on economy field but also on intellectual, social, and international relation matter. Thus, it is very significant skill for students to master. However, this skill is not easy to learn. It is proved from experiences of the researcher in teaching English in classroom which show that many students get stuck when speaking English. Besides, they have also other problems like lack of vocabulary, pronunciation, too much anxiety and unconfidence, and low motivation.

Those difficulties appear in almost student's life due to the English skill itself is complex which need extra effort especially for non-native English students ( Therefore, It needs attention from teacher and students as well concerning their role in tacking this issue.

## **6. English Speaking Functions**

The mastery of Speaking skills in English is a priority for many second and foreign language learners. Several language experts as interaction . Brown

and Richard (2008) there are three function of speaking talks as interaction: Talk as transaction: Talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

a. Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill communicate to other person. The main intention in this function is social relationship.

b. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

c. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Often follows recognizable format (e.g. a speech o welcome). Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talks as interaction or transaction. Function of speaking as performance happened at speeches, public talks, public announcements, storytelling

s and so on. From those explanations, it can be concluded that there are many functions of Speaking. So, it is very useful and valuable for English Students to master Speaking skill.

#### 7. The roles of the teacher in the speaking class

As with any other type of classroom procedure, the teacher needs to play a number of different roles during the speaking activities, each with particular relevance if the teacher is trying to get students to speak fluently: Harmer (2007)

1. Prompter: students sometimes get lost or can't think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own; indeed, sometimes this may be the best option, however we may be able to help them.

2. Participant: the teacher should be good animators when asking students to produce language.

3. Feedback provider: when students are in the middle of speaking activity, over-correction inhibits them and takes the communicativeness out of the activity; on the other hand, helpful and gentle correction may get students out of difficult understanding and hesitation. Everything depends upon our tact and the appropriateness of the feedback we give in particular situations.

#### 9. Classroom speaking activities

There are many models of learning speaking in the classroom activities. According to Harmer (2007) the first is acting from a script; students learn such

as drama can apply in speaking with acuton from drama. The second communication with game, speaking activities will be active with game and not bored because the students usually be more interested for example puzzle, draw a picture , who I am , and the other game, the third, discussion group, discussion group is one activity in speaking class, discussion in speaking program only talking about easy topic, because this discussion just to train the students to speak English. The fourth, prepared talks, prepared talks is the students make the presentation on a topic of their own choice. The fifth, questionnaires, with questionnaires the students must have questioner and respondent to do discuss the topic.

#### **10. The Nature of Describing People**

One of speaking activities which is learnt by Indonesia's students is descriptive. In this describing activity, students are asked to describe or explain in detail about person or place. one of the 2013 curriculum's competencies in the syllabus for the tenth grade is the competency of describing; it can be people, recreational places, and historical places. Students are asked to describe those things both in written and oral. Describing is considered as an important speaking skill which should be mastered by students, as Richard & Renandya (2002) stated that people use speaking for several purposes such as for describing things, making a request, entertaining with jokes and also complaining about something. Therefore, describing skill is needed by the students for accomplishing curriculum's indicators and also for gaining students ability in explaining in detail and uttering their perception

about something. Noprianto (2005) mentioned the process of describing is done by saying characteristics of the thing being described. The process begins with identifying, classifying, and focusing with its characteristics, behaviors, functions, and others.

In learning English language, describing is one of competencies that need to be accomplished. In describing, students are given a topic which contains name of the object being described; it can be person, place, and things. In addition, the text or the topic also pictured the character of the object such as the appearance, personality, and behavior with words. Gerot & Wignel, Knapp & Watkins as cited in Noprianto (2005) explained that descriptive can be used by the writer or speaker in order to describe several things such as person, place, and other certain things to the readers or hearers.

Rogério (2015) describing people in details is an important task for many applications. For instance, criminal investigation process often involve searching for suspect based on detailed descriptions provided by eyewitness or compiled from images captured by surveillance cameras. Christie and Emilia (2013) describing people aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habit or qualities. The students must be able to describe someone accurately and fluently in English as they often have to do it in their daily life. Students often had problems to describe someone in English. The basic problem is the lack of

practice. The students needed sufficient, fun and easy practice which would make them enthusiastic to do it.

a. Describing Person

Describing Person is describe someone based on their characteristics and appearance and conveyed through words. Astuti E.Puji (2020) Describing person is describe about Person which can be described from many aspects, the common aspects are appearance and personality. Masruri (2010) describing person is describe specifially parts, qualities, and charateristics of a phenomenon or a subject details that is being described, part of paragraph which describes the character. In addition, in describing person, the description focus on the characteristic of the person, what the person look like, and other information or characteristic of the person being described. Noprianto (2005) mentioned the process of describing is done by saying characteristics of the thing being described. The process begins with identifying, classifying, and focusing with its characteristics, behaviors, functions, and others.

b. Family

The family is understood as a primary group consisting of two or more people who have a network of interpersonal interactions, blood relations, marital relations, and adoption. Johnson R-Leng R (2010)Family is an environment where some people are still related by blood. Salvicion and Celis (1998)In the family there are two or more than two individuals who are joined by blood relations, marital relations or



adoption, living in one household, because they interact with each other and in their respective roles and create and maintain a culture. Friedman (1998) A family is a collection of two or more people who live together with emotional attachments and individuals have their respective roles who are part of the family.

Dede Purnomo (2003), there are several types of families that are often known. First, there is a nuclear family, then there is a large family or extended family, and there is also a single parent family. The nuclear family only consists of father, mother and children. While the extended family consists of the nuclear family, namely father, mother, and children, as well as other relatives such as grandfather, grandmother, cousin, nephew, aunt, uncle, etc. Then there is the single parent family which consists of only father and child or only mother and child. Single parent family usually occurs because the father or mother died or divorced.

Many people can describe their respective families. Starting from the number of his , occupation, age, likes, dislikes, habits, and our impression of our family.

## **B. Review of Related Findings**

Researcher need to have a review related findings in order to have principle, comparisons and contributions to the research. The first one a research done by Atikah Rahmah (2019) the effectiveness of using gallery walk activity on students' speaking skill in describing place and people. The objective of the study was to find out the empirical evidence of the effectiveness of using gallery

walk activity on students' speaking skill in describing place and people. The study used quantitative method with quasiexperimental design. The population of this study was the tenth-grade students of MA Annajah Jakarta. The total sample was 50 students which classified into two classes, experimental and controlled class. The sample was chosen through Purposive sampling. The primary instruments of this study was speaking test. The test was divided into two tests, pre-test and post-test. The data from both tests were analyzed by using t-test in SPSS 24. The result of mean score in the post-test revealed a significant difference between two classes. The experimental class got 75.04 while controlled class got 68.96. The test of hypothesis showed that that sig. 2 tailed was 0.007 while the determined alpha  $\alpha$  was 0.05, which meant  $0.007 < 0.05$ . It was also supported by the result of effect size that 0.79 which meant in moderate level. It can be said that the  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. So, it can be proved that the using of gallery walk activity was effective on students' speaking skill in describing place and people of tenth grade at MA Annajah Jakarta.

The second research done by Rizki fitrilestari (2018) The use of "identity parade" game as a strategy to improve students' speaking skill in describing people at second grade students of SMPI HASANUDDIN DAU MALANG. Speaking is the most fundamental skill in learning language. Unfortunately the researcher found the students' speaking problem when she conducted preliminary study in SMP Hasanuddin. Therefore, the researcher decided to solve the problem by conducting Classroom Action Research (CAR) using "Identity

Parade” game technique. It consists of four steps in 2 cycles, there are: planning of the action, implementing, observing, and reflecting of the action. The subject of this research were 17 students at eighth grade (VIII B) . The instruments of this research were speaking test, observation check-list and questionnaire. The result of the the speaking test in this study described as; the students who passed the standard score in the preliminary study improved from 43.75% to 71.43% at the cycle 1 and 86.67% at the end of cycle 2. This case shows that there are significant improvement in students’ speaking skill and the learning process was stopped, because the score had met the minimum passing grade which is 75 %. Therefore, “Identity Parade” game had been proved that it could be one of teaching technique to improve the eighth graders’ speaking skill in describing people at SMPI Hasanuddin Dau Malang.

The last one is research was which done by Indah Muslichatun (2013). Improving the students’ speaking practice in describing people by using contextualized card game. Students often had problems to describe someone in English. The basic problem is the lack of practice. The students needed sufficient, fun and easy practice which would make them enthusiastic to do it. Therefore, I proposed the use of contextualized card game to improve the students’ speaking practice in describing people. I used classroom-action research to investigate how the use of contextualized card game can improve the students’ speaking practice in describing people. By implementing the game, the frequency of the students to describe people increased in cycle 2, ranging from 6.3 % up to 87.5 % compared to one in cycle 1. The students felt fun,

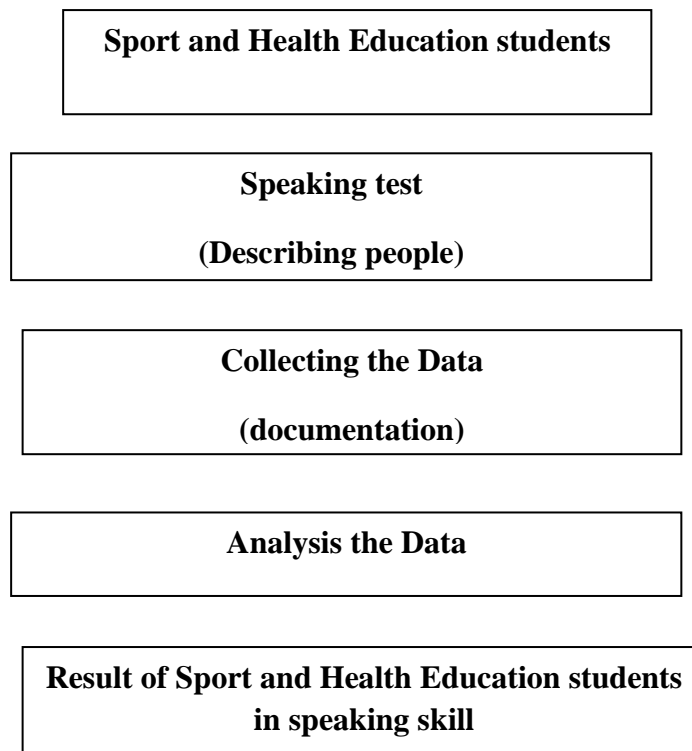
enthusiastic, and confident as they were practicing speaking in groups while playing game and the object of description was within their knowledge. Besides, they described people better than before because in playing the game they learned from their friends and the teacher had facilitated them with sufficient and step-by step exercises. Further, the average score of the test improved from 74 in pre-cycle to 79 in cycle 1 and 83 in cycle 2. Thus, the use of contextualized card game can improve the students' speaking practice.

Based on the research above, though the topics of the research were same, but the time were the different of the research. Such as the researcher want to know the students' speaking skill in sport and health Education students of University of Pasir Pengaraian. So this research entitled "Students' speaking skill in Describing People at second semester of Sport and Health Education of University of Pasir Pengaraian".

### **C. Conceptual Framework**

Conceptual framework is the concept that writer use to plan the research. A conceptual framework is an analytical tool with several variation and context. The researcher also included the conceptual framework of the research in order to make the reader easy to see plan of the research. The following figure describes the conceptual framework.

**Figure 1: Conceptual Framework**



In this research the researcher focused the research at second semester sport and health education students of University of Pasir Pengaraian. The researcher analyze speaking skill at second semester students. The data analyze by theory. there were some components should be recognized by learner in learning speaking (vocabulary, pronunciation, grammar, fluency and comprehension). Then the data researcher collected the data by documentation of describing people practice. After that the researcher analyze students speaking skill and the researcher get the result.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the research methodology. It consist research design, setting of the research, population and sample of the research, instrumentations, technique of colleting data and technique of analyzing the data.

#### **A. The Research Design**

This research, the researcher used quantitative. Creswell (2014) quantitative research is an approach for testing objective theories by examining variables. These variables, in turn, can be measured, typically on instruments, so that number data can be analysis using statistical procedures. The statistical procedures described as the needs of the research.

In this research, the main point to collect and accumulate the data in descriptive way. It intended to described about the students' speaking skill in decribing people at second semester of sport and health education university of Pasir Pengaraian.

#### **B. Setting of the Research**

This research conducted at Sport and Health Education study program at University of Pasir Pengaraian. It located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. In addition, the research conduct at the second semester students at Sport and Health Education study program at University of Pasir Pengaraian.

## **C. Population and Sample**

### **1. Population**

According to sugiyono (2017; 80) population is a generalization area consisting of: objects/subjects that have certain qualities and characteristic determined by researchers to be studied and then drawn conclusion. The population in this research the regular students A at the second semester of Sport and Health Education of University of Pasir Pengaraian.

### **2. Sample**

According to sugiyono (2017;81) sample is part of the number and characteristics possessed by the population. If population is big the researcher is impossible for learning all there in the population because limited donation, energy and time but conclusion is sample that taken from population have to presented. In this research, the researcher used total sampling because population at second semester students in sport and health education study program in university o pasir pengaraian less than 100 students, it meant the sample of this research were 37 students.

## **C.Instrument of the Research**

Instrument is a tool or media that used by researcher to collect the data. According to Sugiyono (2017:102), instrument is a tool used measure observed natural and social phenomena. In this research, the researcher use research intruments with speaking test and documentation.

1) Speaking test

In this research, the researcher used text to test the speaking skill of the students. To analyze their speaking skill, the researcher used scoring rubric from Arthur Hughes (2003). Meanwhile students' speaking skill assessed with speaking component by Arthur Hughes (2003 : 131) the scoring consists five criteria: pronunciation, grammar, vocabulary, fluency and comprehension.

**Table 1**

**Speaking Assessment Rubrics;**

	<b>Level</b>	<b>Indicator</b>
<b>Pronunciation (20%)</b>	1	Pronunciation frequently unintelligible
	2	frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrate listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciation which do not interfere with understanding.
	5	No Conspicuous mispronunciations, but would not be taken for native speaker.
	6	Native pronunciation, with no trace of foreign accent.
<b>Grammar (20%)</b>	1	Grammar almost entirely inaccurate expert in stock phrases
	2	Constant error showing control of every few major patterns and fluently preventing communication.



	3	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
	4	Frequent errors showing control of every few major patterns uncontrolled and causing occasional irritation and misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during interview.
<b>Vocabulary (20%)</b>	1	Vocabulary inadequate for even the simplest conversation
	2	Vocabulary limited to basic personal and survival.
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social.
	4	Professional vocabulary adequate to discuss special interest: general vocabulary discussion of any non-technical subject with some circumlocution
	5	Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
<b>Fluency (20%)</b>	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is slow and uneven except for short or routine sentence.
	3	Speech is frequently hesitant and jerky: sentence may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for

		words.
	5	Speech on all professional and general topics as effortless and smooth as a native speaker's.
<b>Comprehension (20%)</b>	1	Understanding too little for the simplest type of conversation.
	2	Understanding only slow, very simple speech on common social touristy topics: require constant repetition and rephrasing.
	3	Understanding quite well formal educated speech directed to him, but requires occasional repetition and rephrasing.
	4	Understand careful, somewhat simplified speech direct to him considerable repetition and rephrasing.
	5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understand everything in both formal and colloquial speech to be expected of an educated native speakers.

( Arthur Hughes 2003

**Table 2 weighting in percentage of speaking skill**

WEIGHTING TABLE						
	1	2	3	4	5	6
Pronunciation	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,3	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

(Transcript Score of the weighting table by Arthur hughes 2003)

## 2) Documentation

In this research the second instrument is documentation. Students speaking test by using mobile phone as a media to collect the data.

### **D. Technique of Collecting Data**

Widoyoko (2012) states collecting data in the research is intend to get the data, explanation, fact and accurate information. So collecting data is how to get the correct information, and relevant with the fact is happen.

The test given to find out the students performance in front of the class. The purpose of giving test to find out the students speaking skill. The researcher gave the topic for performance and students could be free to choose one of the five topics they want to performance. In collecting the data the researcher used a video.

### **E. Technique of Analyzing Data**

According to Sugiyono (2013) Analysis is used to understand the relationships and concepts in the data so that hypotheses can be developed and evaluated.

#### 1. Speaking Test

The researcher used several technique of analyzing data. Firstly, collecting the data, the data of his study come from the result of collecting the data which is being done in the students speaking test in describing people. Secondly, the researcher choose three raters to help the researcher in analyze the data. Thirdly, the researcher gave speaking test record to the raters, fourthly the researcher gave he raters the indicator of speaking skill. Fifthly the researcher and the rated

analyze speaking skill base on the indicator of speaking. Sixthly the researcher collected the rater's result. And the last the researcher analyzed the rater's result of the data based on scoring of students' speaking. After that the researcher presented in result finding with the aim to find out students speaking skill in sport and health education study program. To get percentage from students speaking one common method of assessing speaking skill based on the following scoring of the students speaking skill.

**Table 3 range of the score speaking skill**

<b>Range of the Score</b>	<b>The level of the Skill</b>
<b>81-100</b>	<b>Excellent</b>
<b>61-80</b>	<b>Good</b>
<b>41-60</b>	<b>Average</b>
<b>21-40</b>	<b>Fair</b>
<b>0-20</b>	<b>Poor</b>