

CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of the research. It consists of background of the problems, setting of the problems, limitation of the problems, formulation of the problems, purpose of the research, importance of the problem and definition of the key terms.

1.1 Background of the Problems

Speaking is one of important aspects in language learning. By speaking, one can convey ideas and maintain social relationship with others. Brown (2001) says speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication.

To know and to be able to speak a language, one needs to know how to articulate sounds in comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax. These are what so called linguistic competence (Nunan, 1999: 226). However, for someone who wants to communicate competently in another language, one also needs communicate competence. It includes: knowledge of the grammar and vocabulary, knowledge of rules of speaking, knowing how to use speech acts such as request, apologies, thanks and invitations, knowing how to use language appropriately (Richard, Platt and Weber in Nunan, 1999: 226).

Considering these aspects, it is no wonder that speaking skill is claimed by some students as difficult skill to be acquired. The speaking skill here is for English as foreign language (EFL) students. To be able to speak fluently, one has to monitor the output and correct any mistakes. The mistakes might be reduced by having practicing and drilling set phrases and repeating models (Pinter, 2009:55).

The practicing, the drilling and repeating models are found in the steps of scientific approach which is recently applied in curriculum 2013 particularly in junior high school level. It can be showed that in the step of observation, the students are asked to observe how the teacher pronounces certain words or sentences. This might assist the students in building and improving their speaking skill.

In spite of the importance of speaking skill in learning English language, speaking is assumed as a difficult productive skill. This is indicated by after learning English for years, most of students are unable to speak English. This is also happened in SMAN 1 Kepenuhan. Based on the preliminary research conducted during the researcher did practice teaching program (PPL) in the school, although students have learned for one year, most of them are unable to speak English. Most of them were passive when they were asked to practice English either in the classroom or outside of classroom. According to the English school teacher, this might be caused by students were nervous, afraid of making mistakes, and lacked of vocabulary. As a result some students have problems in speaking components such as pronunciation, fluency and choice of word.

Moreover, there are several types of texts are taught in senior high school level based on curriculum 2013. They are procedure, descriptive, narrative, report and recount. However, this research focus on students' speaking skill of procedure text. The explanation of procedure text is found out in chapter II.

This research was conducted. It is aimed to analyze how the students' speaking skill of procedure text at the eleventh grade of SMAN 1 Kepenuhan..

The results of this study are expected to be significant theoretically, practically, and professionally. Theoretically, the results contribute to the enrichment of theories in speaking skill. Practically, the results encourage teachers to develop students' speaking skill. Professionally, the results provide EFL teachers with some information on the students' speaking skill.

1.2 Setting of the Problem

Speaking skill is very important for EFL students to convey the ideas and information. However, based on the background of the study in section A, the students of SMAN 1 Kepenuhan, particularly the eleventh grade ones, face some problems. The students still have weaknesses in pronunciation, fluency and choice of words.

1.3 Limitation of the Problems

Based on the setting of the problem above, the researcher limited the research on the analysis of students' speaking skill of procedure text at the eleventh grade at SMAN 1 Kepenuhan .

1.4 Formulation of the Research

The formulation of the problems of this research as the following question:

1. How is the students' speaking skill of procedure text at the Eleventh grade at SMAN 1 Kepenuhan?

1.5 Purposes of the Research

The purposes of this research are to analyze how the students' speaking skill of procedure text .

1.6 Importance of the Research

The importance of this research are as follow:

1. For the students

This research might help the students to know their speaking skill and improve their achievement.

2. For the teachers

It gives information about teaching speaking and students' speaking skill, especially in the research site which will be a consideration in conducting the next learning activities.

3. For the next researchers

This research is likely provides some information relate to speaking skill in procedure text.

1.7 Definitions of the Key Terms

To avoid some misinterpretations and misunderstanding, there are three terms which relate to the variables of this research. The definitions of the research are as follows:

1. Speaking skill refers to the ability of the utterance of words or articulation of sounds with ordinary speech modulation and talk (Chandra, 2014: 4) with covering four components namely grammar, vocabulary, comprehension, fluency, and pronunciation. In this research, speaking skill means the students' speaking skill in procedure text at the eleventh grade SMAN 1 Kepenuhan.
2. Procedure text defines as a text that gives us instructions for doing something. It shows us how to carry out actions in a particular order (Emilia & Christie, 2013:3). Its purpose is helping others to make something, usually using a set of instruction or direction (Suhardi, 2013: 66). In this research, procedure text is the text which is produced by the eleventh grade SMAN 1 Kepenuhan orally regarding the characteristic of a procedure text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discussed about review on related literature of the research. The review of related literature is very important to discuss because the researcher more interesting explaining speaking skill of procedure text at the eleventh grade at SMAN 1 Kepenuhan. In this chapter has the contents that consisted of the nature of speaking, component of speaking , procedure text, review of related findings, and also about conceptual framework.

2.1 Related Theories

2.1.1 The Nature of Speaking

Speaking is interactive and needs the skill to cooperate in the management of speaking turn. It also typically takes place in real time, with little time for detailed planning (Nunan, 1999: 226). Speaking is interactive and requires the ability to cooperate in the management of speaking turn. It also typically takes place in real time, with little time for detailed planning (Carter & Nunan, 2001: 160) From speaking, ones know how to interact among others. This activity leads people to build or share the idea or information through the use of verbal and non-verbal symbols in a variety of contexts (Arnida, 2014:6). The primary purpose of speaking is to make and maintain good social interaction among society.

In addition, speaking is considered as the most difficult skill to acquire because it is a productive skill. It needs command of both listening comprehension and speech production sub skills. However, speaking can be regarded as the easiest skill since one can use body language, demonstration,

repetition, and various other strategies to make others understand of what she or he communicates.

According to Rivers in Erwadi (2004:7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are actives to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her ideas, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speaks to someone directly. Furthermore, speaking shows capskill to use a language. Hornby (1989:27) supports this viewpoint by stating that to speak is to reproduce words or to use words to utter the words by using conversation.

In line with communicating EFL, speakers in this case EFL students need to have both linguistic competence and communicative competence. The linguistic competence includes articulate sounds in comprehensible manner, a sufficient vocabulary, and the mastery of syntax (Nunan, 1999: 226). Meanwhile, the communicate competence covers knowledge of the grammar and vocabulary, knowledge of rules of speaking, knowing how to use speech acts such as request, apologies, thanks and invitations, knowing how to use language appropriately (Richard, Platt and Weber in Nunan, 1999: 228).

According to Chastain in Yossi (2004:6), speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. To increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skill.

In addition, speaking as a part of academic study might involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features as proposed by experts (Brown in Chandra, 2014). Brown proposed five features of speaking. First, it aims at communicating information rather than to maintain social contact. Second, it involves taking a long turn. It means that it is not usually presented as a dialogue but it is done in several minutes in a comprehensible and organized way. Third, it is influenced by written language. It involves speaking from notes and involves academic vocabulary. Fourth, speaking is done in students' "careful" style in a clear and deliberate way with opportunity for the speaker to monitor their production. At last, it often needs teaching as it is a skill that is not a part of typical language use.

Moreover, speaking includes both transactional and interactional purposes in relation to communication. For the transactional purpose, the focus is primarily on the meaning of the message. The function of transactional is to get something or to get something done. For the interactional purpose, the focus is on maintaining and sustaining good relation between people (Nunan, 1999: 228).

The important thing deal with the nature of speaking is what a speaker should know and be able to do. Knowledge and skill possessed by a speaker are combined and placed into "communicative competence" (Hymes in Nunan,

1999:226). Communicative competence involves four components. These include grammatical competence (including rules of phonology, morphology, and syntax), sociolinguistic competence (understanding social meanings of the language form), discourse competence (cohesion and coherence), and strategic competence (strategy used to overcome communication difficulties).

Because communicative competence involves both knowledge and skill, it is challenging to identify when knowledge becomes skill in speaking. For the purpose of providing clear explanation, the term knowledge and skill are used instead of communicative competence.

In short, speaking involves four skills, including conceptualization, formulation, articulation, and interaction skill. In addition, it also includes automaticity, fluency, and managing talk.

2.1.2 Components of Speaking Skills

There are some arguments relate to the components of speaking skills. The components applied in this research are based on Hadley's theory (2001: 444) which mentioned there are four components of the speaking skill. The first component is accuracy. At this point, the speaker shows exceptional control of required grammar concepts and correctness in a variety of contexts. The second component is fluency. It is defined as normal, "thoughtful" delay in formulation of thought into speech, language flows, and extended discourse. The third component is vocabulary. The speaker should be conversant with vocabulary required by given contexts, excellent control, and resourcefulness. The fourth

component is pronunciation. It consists of correct pronunciation and intonation, very few mistakes, and almost native-like.

In line with Hadley's theory, Brown (2001: 267-269) stated that there are some aspects in speaking which are grammar, vocabulary, comprehension, fluency, and pronunciation. Meanwhile Hornby in Arnida (2014: 14) states that speaking component are pronunciation, grammar, vocabulary, fluently, and self-confidence.

Further Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation. The next component is grammar. Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word 3 order, inflection and derivation into the other meaningful features of the English language. It help students to speak fluently. The third component is vocabulary. The 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 him to express his idea. The fourth component is fluently is 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. The last component is self-confidence. It becomes an important factor in speaking learning process. A speaker who has good pronunciation, grammar, vocabulary and

fluency shows good self-confidence to deliver his idea. These components are related among others.

Moreover, Harris(1974:81) says that there are five components of speaking ability. *pronunciation*, including the segmental features vowels and consonants and the stress and intonation patterns; *grammar*; *vocabulary*, *fluency*; the ease and speed of the flow of speech; *comprehension*; requires a subject to respond to speech as well as to initiate it. Here, the explanation of five components of speaking ability :

1. Pronunciation

Pronunciation is very important in speaking. If a speaker cannot pronounce the words appropriately, it can influence the meaning of word. Hornby (1995:928) states that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Moreover, Gerard (2000:11) says that a speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Based on two explanation above, pronunciation is the one important thing in speaking English. In addition pronunciation is about how we can pronounce the word well. Because if the pronunciation is wrong, the meaning will be wrong.

2. Grammar

Grammar is important role to mastery the spoken of the language. Fromkin and Rodman in Candra (2015:16) grammar is the sound and the sound pattern, the

basic unit of the meaning such as words, and the rules combine them to form a new sentence. In addition, Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form 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.

Based on the experts, the researcher knows that mastering grammar knowledge will help someone in speaking English, because he/she will know how to arrange word in sentence, what tense will be used, how to use utterance appropriately. So, grammar is one of the part of structure to make a good sentence and has one meaning.

3. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words (Ur,1997;60). So, vocabulary is very important and it is a basic part of English. Because students can know more about what of the English from many things and make it to good speaking with good grammar. Mastering vocabulary is first step to speaking English if students do not master vocabulary he / she cannot utterance what is our purpose.

4. Fluency

Hornby (1974:427) states that fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. So, in

speaking students must speak fluently because listeners are able to respond to what he / she says and it must be clear in order for the listener to know the meaning of it.

5. Comprehension.

Comprehension is an understanding (Swan,1996). Comprehension is needed in speaking. If not, misunderstanding will happen between speaker and listener and the communication cannot run well. So, the speaker and the listener must have good vocabulary, good pronunciation, and good grammar.

2.1.3 Procedure Text

A procedure text is a text that gives us instructions for doing something (Emilia and Christie, 2013: 3). This text is also called as instruction (Derewianka, 2004: 27). It shows us how to carry out actions in a specific order. The procedure text tells us how something is accomplished through a sequence of actions or steps. Procedure helps people do jobs and complete tasks. They deal with many different types of activities. Procedure text is very important genre in the society because it enables people to get things done, and it is commonly used in written or orally.

These following are commonly types of social activities in which procedures are applied:

- a. Procedures used in social activities such as How to use an ATM, How to join Facebook, How to make a kite, How to use a mobile phone.

- b. Procedures used in domestic activities e.g. How to cook meal, How to change a light bulb, How to make a bed. Procedures used in scientific activities such as How to conduct a scientific experiment.

As other genres, procedure text has generic structures which are *aim or goal, materials, procedure* (Derewianka, 2004: 27) Emilia and Christie, 2013: 2), *result and conclusion* (Emilia, Christie, 2013:3). The first generic structure is *aim or goal* which tells the goal of the procedure. The aim or goal or objective of the text might be the title of the text for instance “How to make a kite”. Most of the aim of procedure begin with the words *how to; gerund;* such as *Making a cup of yummy chocolate.*

The second generic structure; *material* tells what items are needed to do the procedure. If it is the recipe of cooking food, the materials covers the items needed to cook the food. However, if the procedure text is a set of certain instruction, then the materials are the things which are needed. For instance, for making a kite, the materials needed are 3 pieces of cane, thread, soft pencil and so on.

The third generic structure which is *procedure* states the steps to follow. Usually the sentence is in imperative sentence or in form of present verb. For example, for making a kite the procedures are (1) *dampen cane to make flexible* (2) *carefully, bend the cane to desired shaped then tie the securely with the thread;* so on.

The fourth generic structure, *result or a conclusion* states to what has been done or has been found out. This structure might be existed or not in a procedure

text. It depends on the writer or the speaker whether or not she/he wants to make a conclusion.

The procedure text has linguistic features; a list of nouns to name items needed; verbs of action; adverbs; prepositional phrases to tell how things are done; imperative sentences to direct behavior; few references to people; conjunctions or linking words to do with a series of steps time.

1. The Kinds of Procedure Text

There are some kinds of procedure text below:

- b. This kind of text explains how something works or how to use something.e.g. : how to insert the discard, how to make a photo frame, how to make a twitter account.
- c. This kind of text instructs how to do a particular activity (recipes, rules for games, science experiments, road safety rules) etc. e.g. : how to make a blueberry cheesecake, how to set the seatbelt
- d. This kind of text is about human behavior. e.g. : how to relieve stress, how to be successful, three tips on how to be an optimistic person.

2. Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or To help us do a task or make something. They can be a set of instructions or directions.

3. Significant Lexicogrammatical Feature of Procedure Text:

- When make a procedures we should;
- Focus on generalized human agents.

- Use present tense, often Imperative. Include technical terms when you need.
- Use word that tell the reader how, when and where to perform the task.
- Use mainly of material process.
- Use mainly of temporal conjunctions (or numbering to indicate sequence)

4. The Sample of Procedure Text

Below, the example of procedure text:

Goal : How to Make A Twitter Account

Step :

First, open your web browser. Second, type: twitter.com

Third, go to page dialogue, type your name, email, and a password.

Fourth, verify your name and username.

Fifth, click than create your account.

5. Advantages and Disadvantages of Procedure Text

Advantages of procedure text:

1. Student can analyze what is the text they have read is a procedure text or not
2. Can develop in vocabulary of the students.
3. Students can differences some functional texts in procedure or other texts.
4. Help the students in make a something.

Disadvantages of procedure text:

It is difficult to different between procedure text with the others. In using the generic structure can make confused the students that they don't know about tenses.

1. In the procedure, it is use Simple Present Tense.

Simple Present Tense: To describe activities and progress where stress is on the succession of happenings rather than on duration, as in broadcast commentaries or sporting events. The Simple Present Tense is used:

- a. To express the habitual action.

Example: He drinks a cup of coffee every morning.

- b. To express general truth.

Example: The sun rises in the east.

- c. To exclamationary sentences beginning with here and there to express what is actually taking place in the present. Example: Here comes the train! There he goes!

- d. To express a future event that is part of a fixed time table or fixed program. Example: The match starts at 8 o'clock.

2.2 Review of Related Findings

There were some researches dealing with analyzing students' speaking skill. First research conducted by Surinah, Antoni and Rasyidah (2014). The research entitled "An Analysis of the Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir". Using descriptive qualitative research design, the research described the students' speaking skill and the students' errors in speaking skill. The population of this research was taken from the second grade students' at Smp 8 Rambah Hilir in Rambah Hilir district is about 21 students. The result of the research showed that the second grade students' of SMP 8 in Rambah Hilir district year 2014/2015 in speaking were good in speaking skill. The data stated that 67% out of 21 students have good speaking ability, 33 % of 21 students had

average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking skill is good.

The second research was done by Hia, Herdi and Abbas (2016) which the title was An analysis of students' ability in English conversation club (ECC) program at the third semester, the research was to analyze the students' ability at the 3rd semester in ECC FKIP UNILAK Pekanbaru. The research involved 53 students. Using mixed method in type of explanatory design, the researchers applied two instruments which are test and interview. The result of data showed that the average score of 3rd semester students' speaking ability was 45.42. It can be concluded that the students' speaking ability was categorized into failed. The score of Standard Deviation was 7.02, Variance was 49.30, and Range was 36 point. It means that the students' speaking ability was homogeneous. According to the Z-Score, it can be seen that 49.06% students' ability was higher than average and 50.94% students ability was below the average. In conclusion, the students' ability in learning speaking English was failed, it had been affected by some factors, those were lack of vocabulary, grammar and motivation. This data was supported by the data of the interview, even though the students' perception to English Conversation Club (ECC) program was positive, but in fact, the students' frequency to speak English was seldom, they were less practice speaking English every day.

The third research was conducted by Fernanda, Mayuatsi, Elmiati (2017) which title was An Analysis of Students' Speaking Ability in Speaking Activity in the Classroom (A Study at Second Semester Students of STKIP PGRI West

Sumatera). Using descriptive qualitative design, the research intended to analyze students' speaking ability in the classroom at second semester students of STKIP PGRI West Sumatera. Simple random sampling was chosen as the analyzing technique which instruments are observation sheet, anecdotal record. There were 36 students were involved in the research. The finding shows that 36 students' speaking skill were in second level. It means that the participants had good self-confidence but they were good in other speaking components which are pronunciation, vocabulary, grammar, and fluency.

The forth research was conducted by Nurhuda, Gatot Sutapa, Wardah (2015) which the title was Teaching Speaking On Procedure Text By Using Media Flash Animation. The research intended to know how effective the use media flash animation in teaching speaking on procedure text is for the ninth grade students of SMPN 1 Terentang. The research method used was pre experimental research. The population of this research was all of the ninth students of SMPN 1 Terentang in academic year 2015/2016. The sample was class A which consists of 27 students. The technique of data collection was the measurement technique and the tool used was test. The researcher analyzed the data by using t-test. The result showed that there was significant difference on students' speaking. teaching by using media flash animation affects significantly in the students' speaking on procedure text.

The fifth research was conducted by Rokhmawati. E (2010) which the title was The Use Of Realia To Improve Students' Speaking Ability In Procedure Text. the research intended to describe the implementation of realia to improve

students' speaking ability in procedure text and to identify the improvement of the students' speaking ability in procedure text at the ninth grade of students MTs. Mathalibul Huda Mlonggo Jepara in the academic year of 2010/2011. The number of the subjects was 44 students. The research was a classroom action research. The process of the research was conducted in three stages, including cycle 1, cycle 2, and cycle 3. The data were collected by using observation guide in order to know the events in the classroom during teaching learning process. Besides that, she also used test to get the students' score, in order to know the improvement of students' ability in speaking from their score. The data were analyzed by using quantitative analysis. The result of research shows that realia used in teaching speaking procedure text with the ninth grade of students MTs Mathalibul Huda Jepara in The Academic Year of 2010/2011 can improve students' speaking ability. The successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using realia, the students' average score increased in line with the increase of the students' achievement in each cycle. Before getting the treatment students' average score was 4.3, and after giving treatment was 6.8, so it increased 2.4. the average score of students in the first cycle was 4.9, second cycle was 5.2, and the third cycle was 6.8. Based on the results of the research, it can be concluded that by using realia in teaching speaking, teacher can improve students' ability in speaking. And it is hoped that it can be valuable as the information resource for students, teachers, and the researcher herself.

The sixth research was conducted by Yulia depi, Effendy Gultom, Fakhri Ras (2018) which the title was A Study On Speaking Ability Of The Second Year Students Of Smk Labor Pekanbaru. The research is aimed at finding out the ability of the second year students of SMK Labor Pekanbaru in speaking. Forty-one students of Office Administration class in the second semester of academic year 2017/2018 were chosen to become the sample by using cluster random sampling technique. The total population of the second year students of SMK Labor Pekanbaru is large enough to be taken as sample, it is select the sample by using cluster random sampling technique. The instrument of the research is a speaking test focusing on procedure texts. The data were analyzed by using five components of speaking. They are: pronunciation, grammar, vocabulary, fluency, and comprehension. The result shows that the mean score of the speaking test the second year students of SMK Labor Pekanbaru is 60,81. This figure is classified into mediocre level. The highest score of speaking test is 62,60 (good level) for pronunciation and the lowest score of speaking test is 57,41 (mediocre level) for grammar. Therefore, it can be concluded that the speaking ability of the second year students of SMK Labor Pekanbaru is in the range of mediocre level.

The seventh research was conducted by Rifkawati M. Hela (2013) which the title was An Analysis on Students' Ability in Writing Procedure Text by Using Demonstrative Method. The aimed of the research is to find out the students ability in writing procedure text by using demonstrative method. This method used to help thestudents to predict the content of test. The method used is qualitative method. The

subject of this research is the students at the seventh grade of SMP Negeri 2 Telaga in 2012-2013 academic years which consist of 20 students. The data were collected by the test. The form of test is close question; the students were chosen answer from the table to make right procedure based on sequence of procedure, and open question; the students are asked to arrange the jumble sentence. The total number of test is consists of 30 items. The result of the research shows that from the score of all students is 335 with percentage 55,83% and it can be classified into category “enough”. The caused is the students at SMP Negeri 2 Telaga are not memorize and confused about using of procedure and lack of vocabulary. From this research, it is concluded that the students’ ability in writing procedure text is categorized enough. It means that, the teacher should have a new strategy to inspiration the students to study hard and guide the students to mastering all of the material.

The eighth research was conducted by Suci Kaniadewi, Wachyu Sundayana, and Pupung Purnawarman (2017) which title was Improving Students’ Speaking Ability in Reporting Procedural Text By Using Videos. The research investigated the use of video to improve students’ speaking ability in reporting procedural text to seven-graders of a junior high school in Bandung. A Quasiexperimental design was used in the research with pre-test-post-test non-equivalent group design. The experimental and control groups consisted of 25 students. Data collection was conducted by collecting students’ speaking on both pre-test and post-test and a set of questionnaire to experimental class. The data were analyzed using several tests in SPSS 20. The findings of the test and

questionnaire showed that video was effective in improving students' speaking scores. This condition was proven by statistical computation of independent t-test on post test scores in which t_{obt} is higher than t_{crit} ($2.702 > 2.011$). This shows that video as media was considered effective to improve students' speaking skills, particularly in speaking procedural texts. Finally, the findings from the questionnaire showed that most students gave positive responses toward this method. The students gained some benefits from this method such as helping them to improve language skills, creating an active and fun class, motivating them to participate in learning activities.

the ninth research was conducted by Eka Dyah P1 (2017) which title was Analysis Of Students' Ability To Write Procedure Texts At The Informatics Engineering Students Of State Polytechnic Of Cilacap. Mastering writing skill is a better way to communicate. While in practice, some English teachers/lecturers frequently found out that their students' writings were not well-written due to the students' lack of writing ability. There are many text genres learnt by the students. One of them is procedure text. The students' ability to write procedure text is not only measured by their mastery of grammar, but also from its structures and the language features. The data were 23 procedure texts written by the first semester students of Informatics Engineering department at State Polytechnic of Cilacap. This study is a case study in nature by using combination of quantitative and qualitative approaches in analysis. The analysis was done according to communicative purpose, generic structure, and linguistic features of a procedure text. The result of the study showed that all Informatics Engineering students

(100%) have achieved the communicative purpose of procedure text, almost all students (97.10%) could implement the generic structures of procedure text in their writings, and some of the students (60.87%) could characterize their procedure texts by using the linguistic features of procedure text.

The last research was conducted by Rahmanis Resi (2019) which title was Students' Speaking Skill Of Procedure Text At Xi Grade Of Social Sciences 2 Of Sman 1 Kampar. This research aims to describe the students' speaking skill of procedure text at grade XI IPS 2 SMAN 1 Kampar academic year 2016/2017. The subjects of this research were consisted 31 students. The method of this research is descriptive method. Based on the data analysis of the research showed that the average of the students' achievement at the XI Grade IPS 2 in speaking skill is 51. It is categorise in weak level. Furthermore, the students' speaking skill of procedure text at XI grade IPS 2 showed that 9 or 29% the students could learning speaking of procedure text. Meanwhile, 22 or 71% could not understand of speaking procedure text. It is supported the result of the students' speaking skill of procedure text is still low.

2.3 Conceptual Framework

There are several the steps of the researcher would to done during the research. It started by figuring out the importance of speaking and the problems that the students face. Next, those problems has limited into a problem which was analyzing the students speaking skill of procedure text at the eleventh grade of SMAN 1 Kepenuhan. For collecting the data, classroom observation and

interview was applied. Then, the data was analyzed based on the theory of Brown (2001) stated in previous sub section. The finding of research was discussed and interpreted to answer the formulation of the problems.

CHAPTER III

RESEARCH METHODOLOGY

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

3.1 Research Design

This study is a descriptive qualitative. It was answered question about the people opinion about some topic or issue. It was intended to find out exactly the phenomenon and the problems what the researchers observes. According to Sukmadinata (2011:81) states that analyzing content is part of descriptive qualitative. It was intended to describe particular problems to enrich the related theory (Sukmadinata, 2011: 96). In this case, it was described the result of analyzing the students' speaking skill of procedure text at the eleventh grade of SMAN 1 Kepenuhan. The descriptive qualitative design was appropriate with formulations of this research which are how the students' speaking skill in procedure text.

3.2 Setting of the Research

This research was conducted at SMAN 1 Kepenuhan. It was located in Kepenuhan. The time of the research started at the first week of June 2021. In addition, the research was conducted at the eleventh grade students SMAN 1 Kepenuhan.

3.3 The Population and Sample of the Research

The population of this research was the eleventh grade students of SMAN 1 Kepenuhan in 2021 academic year. The number of population was 130 students which divided into two majors; 77 science students and 53 social students. According to Arikunto, (2010 : 109) states that sample is a portion or representative of the population to be studied. The sampling techniques for research According to Arikunto (2010 : 112) If the subject fewer than 100 people should all be taken, if the subject more than 100 people can be taken 10 -15 % or 20 -25%. In this research the researcher took all the eleventh grade students SMAN 1 Kepenuhan that is 130 students. From this population taken 10% of the population. Meanwhile, the sample of this research is $10\% \times 130 \text{ students} = 13$ students. They included as the sample as they have the same characteristics.

3.4 Instrument of the Research

In line with the objective of this research which was focus on the analysis on the students' speaking skill of procedure text, the instruments of the research which applied was a speaking test. In this case, the teacher asked the students to choose one of three topics about procedure texts that have been provided and perform them in front of the class. The topics gave to the students' are:

- a. How to make a sweet tea
- b. How to charge your smartphone faster using airplane mode
- c. How to make a cup of coffee

The students' presentation scored based on the component of speaking skill as follows:

Table 1: The Components of Speaking Skill, Scores and the Description
(Huges, 2003: 131)

NO	Aspect	Score	Description
1	Accent / pronunciation	6	Native pronunciation, with no trace of foreign accent.
		5	No conspicuous mispronunciations, but would not be taken for native speaker.
		4	Marked foreign accent and occasional mispronunciation which do not interfere with understanding.
		3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
		2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
		1	Pronunciation frequently unintelligible.
2	Grammar	6	No more than two errors during interview
		5	Few errors, with no patterns of failure
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
		3	Frequent errors showing control of every few major patterns uncontrolled and causing occasional irritation and misunderstanding.
		2	Constant error showing control of every few major patterns and frequently preventing communication
		1	Grammar almost entirely inaccurate expert in

			stock phrases
3	Vocabulary	6	Vocabulary apparently as accurate and extensive as that of an educated native speakers.
		5	Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.
		4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circumlocutions.
		3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
		2	Vocabulary limited to basic personal and survival areas
		1	Vocabulary inadequate for even the simplest conversation
4	Fluency	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
		5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
		3	Speech is frequently hesitant and jerky: sentence may be left uncompleted.
		2	Speech is slow and uneven except for short or routine sentence.

		1	Speech is so halting and fragmentary that conversation is virtually impossible.
5	comprehension	6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
		5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
		4	Understand careful, somewhat simplified speech directed to him with considerable repetition and rephrasing.
		3	Understand quite well formal educated speech directed to him, but requires occasional repetition and rephrasing.
		2	Understand only slow, very simple speech on common social touristy topics: require constant repetition and rephrasing.
		1	Understand too little for the simplest type of conversation.

3.5 Technique of Collecting the Data

To collect the data, this research applied some techniques dealing with the formulations of the problem. For the first formulation of the problem which is how the students' speaking skill, the participants asked to choose one of three procedure text that have been provided. Then they perform it in front of the class. Their performance recorded. Then, the record was graded by using the scoring rubric. This data was scored by three raters. The raters qualified English

teachers. The raters were Rijalul Husni, M.Pd, Rahmi Muliati, M.Pd, And Yesi Darmayanti, M.Pd. The topics gave to the students' are:

- d. How to make a sweet tea
- e. How to charge your smartphone faster using airplane mode
- f. How to make a cup of coffee

They have scored the students' performance based on the components of speaking which applied in this research.

3.6 Technique of Analyzing the Data

In this research, the researcher asked for raters in evaluating the student's skill of procedure Text. The collected data was analyzed by using qualitative description.

Table 2: Transcript Score of the weighting table.

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	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)

Then, the range of the scores for speaking skill of Procedure Text can be seen as follows:

Table 3: Range of score for speaking skill

Range of the Score	The Level of the Skill
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

(Harris, 1968:7)