CHAPTER I
INTRODUCTION

This chapter discusses what the problem of students at eleventh grade SMAN 2 Rambah Hilir. This chapter consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem , and the purpose of the problem. In significant of the research, the researcher discusses about the benefit of the research : theorically and pratically. Definition of the key terms discuss about definition of speaking,difficulties and Speaking skill. More explanation can be found in the following subchapter.

H. Background of the Research

Language is used everyday in every situation. It is also used to share information, feeling, and thought. There are four skill involved in language such as writing, speaking, reading and listening. Speaking is one of the skills that should be master from Junior High School up to university level, because it is important for them to improve their skill to communicate orally by presenting their ideas in real life. Brown (1994:1) states that speaking is an interactice process of constructing meaning that involves producing, accepting, and processing information. The meaning depends on the context where it occurs, including the participants, collective experience and physical environment. It means that to practice their understanding, how to send idea, and how to spell word well.

English has important roles as the communication media, it is also used for challenges of technology, science and culture that development requires us to

learn English deeply. In English education there are four skill that need to be master.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities; even at informal school i.e. courses. The use of English as a second language in oral communication is complex activities to be considered when teaching the English language (Al-Sibai, 2004:3). However, (Ur 1996:43) considered speaking as the most important skill amongfour skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (1985:21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication.

According to Antoni (2012) Studying English is quite difficult for some students, but easy for the other ones. Most of students who are now in university have been studying English since they were in the kindergarden schools up to Secondary School. Logically they have got quite a lot of vocabulary and practiced writing, reading, listening and speaking a lot.

Based on the reseacher experienced in PPL at SMAN 2 Rambah Hilir, the researcher observed that students wanted to speaking in English, but some

students still kept silent if researcher asked students with English language and if researcher asked students in Indonesian language the students was fluent to answer. Researcher did not know why the students just silent maybe the students did not understand with researcher said and the students wanted to answer but the students felt not confidence. Though their teachers have taught well. Therefore, I as researcher was interested in find out how are students' speaking skill and students' difficulties in speaking skill.

According to Ur (1996:117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. In addition, Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. The researcher would like to find out students' skill in speaking skill and students' difficulties in speaking skill at the eleventh grade of SMAN 2 Rambah Hilir.

I. Setting of the Research

Based on the background of the problems above, it can be identified that there were some factors that cause students got difficulties in speaking. Firstly, the students felt shy and even scared to speak English. it seemed when the teacher call

the students' to come in front of class. Secondly, in speaking, students' needed practice. Practicing what the students had learned in the classroom. Thirdly, the main problem that made students get difficulty to speak was the lack of vocabulary. Students felt difficult in speaking because their limited vocabulary mastery. When the students wanted to express their ideas, students did not know the words to use.

J. Limitation of the Research

Based on the setting of the research above, the researcher limited this research on students' difficulties of speaking skill at the eleventh grade of SMAN 2 Rambah Hilir.

K. Formulation of the Research

Based on limitation of the problem above, the researcher formulated the question of the research as follows:

1. How are the students' speaking skill at eleventh grade of SMAN 2 Rambah Hilir?

2. What are students' difficulties speaking skill at eleventh grade of SMAN 2 Rambah Hilir?

L. Purpose of the Research

The purpose of this research are as follows :

1. To find out students' speaking skill at eleventh grade of SMAN 2 Rambah Hilir

2. To describe students' difficulties in speaking skill at eleventh grade of SMAN 2 Rambah Hilir

M. Significant of the research

Related of objectives of the research above, the significant of research are as follow:

1. For Teacher

The teacher, especially English teacher will get information and benefit the motivation to improve students ability in Speaking skill.

2. The Students

After students are researched, they have known how to speak English well, and become more confidence to speak in English.

3. The Researcher

By conducting the study, the reseacher knows the difficulties in speaking skill toward students' achievement.

N. Defenition of the Key Term

1. Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.Acoording to Brown in islamiyah (2007:14), Speaking is a productive skill that can be directly and empirically observe, those observation are invariably collared by the accuracy and fluency. It means that speaking is skill how to share and send their ideas and how to speel word well.

2. Difficulties

   Harrison (2009) states that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainty than some of their classmates.It means that, difficulties in this case is what the students feel and route disabilities in speaking indicator and which also indicate by loss score.

3. Speaking skill

   Efrizal (2012: 127) states speaking skill is one way to communicate which ideas and though a massage orally. To enable students to communicate, so need to apply the language in real communication. It means that speaking skill is the way to message from someone to other person in real communication.

CHAPTER II
REVIEW LITERATURE

In this chapter, the researcher presents definition of speaking, teaching speaking, components of speaking skill, elements of speaking, and difficulties in speaking skill. Those things are going to be explained by researcher in this chapter. And those things will be accorded by several experts who give their own definition that is related to this research.

D. Review of Related Literature

6. The Nature of Speaking

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he statesthat the benchmark of successful acquisition of language is almost always thedemonstration of an ability to accomplish pragmatic goals through aninteractive discourse with other language speakers.Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress,and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contactin interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

According to Nunan (2000), argues that speaking skill is the single most important aspect of learning a second or foreign language. He further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It means that for make learners success learning the language so must have to carry out a conversation in the target language.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to and information from other people in the whole life situation

7. **Teaching Speaking**

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (2005) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses.

The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and

acceptability. Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

8. **Components of Speaking Skill**

Speaking is the process of building and sharing meaning thorough the use of verbal and non-verbal in variety context. Either five components are generally recognized in analyzing the speech process Heaton in Irianti (2017:7).

First is Pronunciation. Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and

practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Second is Grammar. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

Third is Vocabulary. Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have tomake sure

that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Fourth is Fluency. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

Fifth is Comprehension. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

Based on the explanation of some theory above, the researcher can conclude that the component of speaking is the important one to be reference for a good speaker.The important of component in speaking such as grammar,

vocabulary, pronunciation, fluency, and comprehension. It means that in speaking should attention of the component to be a good speaker.

9. Elements of Speaking

To be a good speaker, the skill to produce utterance is not enough. There are much linguistic aspect to be mastered by language learners in order to be able to express their feelings and ideas appropriately. Here are elements of speaking. According to (Harmer, 2001: 269-270) speakers have to be competent in the speaking skill, those are: language features in which contains 4 points. They are:

a. *Connected speech* is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), and adding (linking r). Or weakening (through contraction and stress patterning).

b. *Expressive device* is the stress and pitch variation in producing utterance in order to covey the truth meaning of the message meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

c. *Grammar and lexis*. People live in different ways, places and environments causing different mindset too. Therefore, teacher need to supply their students with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, upraise expression, and etc. so when student have an

occasion which demand them to use those expression they have to use appropriately.

d. Negotiation language. This is speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how clarify to avoid mistakes between the speaker and listener.

According to Walter in Ulviana (2011) they are four skill to use language appropriately in variety of context. They are as follow:

a. Grammatical competence is a competency that focuses on the accuracy and correctness of using language such as vocabulary, spelling, grammar, pronunciation.

b. Sociolinguistic competence is a competency that focus on the use of appropriate language in variety social setting.

c. Discourse competence is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.

d. Strategic competence is a competency that focuses on the manipulation of language in achieving the communication goals.

Based on the explanation above, the importance of the competence in speaking such as vocabulary, spelling, grammar, pronunciation and communication goals. It means that in speaking should pay more attention of the competence of variety of the text.

In addition Harmer (2001-2007) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental/social processing and the rapid processing skill that involves language processing, interaction, and information processing;

   a. Language processing effective speaker need to be able to process language in their own head and put it into coherent order.

   b. Interaction most speaking involves interaction with one or more participants.

   c. Information processing quit a part from our response to others' feelings, we need also to be able to process the information they take us the moment we get it.

Based on the explanation of some theories above, the researcher concludes that speaking performance is very important to be learn. And in speaking we also things about language feature by which people know the use of language such how to modify the sound and how to use appropriate expression.

10. The difficulties in speaking

English is a foreign language in our country, most students' especially senior high school students are not familiar with it (Hetrakul, 1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. The students'problem in speaking could be influenced by many factors, the factors may come from the students, the lecturer, or the materials given (Rahayu, 2009). One of the factors comes from the students is that they cannot produce some words or sentences, because the lack of

vocabulary and practice. The students feel silly in speaking since they know they will make mistake. It is not easy for them to state their ideas becau se they need to memorize some grammatical rules. According to Ur (2000), there are four main problems in getting students spoken in the classroom and this can be used as research indicators.

a. Inhibition

When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000:111) states that:" learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." Bowman et al. (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their class mates which can lead to stressful and anxious situations while performing oral activities.

b. Nothing to say

When the students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say "I have no idea" or "No comment". These expressions are due to the lack of motivation in expressing themselves on the chosen topic. The teacher may ask his students to talk about an unknown subject, thus they have nothing to say whether in the native language or foreign one. (Rivers: 1986).

c. Low or Uneven Participation

Participation has been defined as the number of unsolicited responses volunteered (Burchfield & Sappington 1999:290); and low participation is about the amount of each student's time of talking. There are some of them tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and situation will get worst. So, classroom discussion is dominated by a minority of talkative participants and contributions are but evenly distributed. This may be due to the mixed ability groups.

d. Mother Tongue use

In cases where majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at easy. According to Baker and Westrup (2013:12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms form their mother tongue which is a result of target language vocabulary lacks.

Every difficulty can be solved, likewise the difficulty to speak English fluently that senior high school students have. Even though the problem seems as students' problems, but in fact teachers also play an important role in solving this problem. Students'' difficulties to communicate in English must be solved as soon as possible considering their needs in facing the working world.

E. Review of Related Findings

In review of related findings, the researcher put the result of several researches from other researchers which in those researches there are same variable to be observed. First, Nowreyah (2015) which conducted a research entitled *"EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment"*. This is an A mixed-method approach using quantitative and qualitative research. She said Oral presentation skills are considered one of the most important proficiencies needed for higher education and future careers. Thus, the present study is interested in eliciting English as a Foreign Language (EFL) college students' perceptions of the difficulties they face in oral presentation as a form of assessment. The participants consisted of 500 female EFL college students from different grade levels enrolled in a four-year pre-service teacher education program at the College of Basic Education (CBE) in Kuwait City, Kuwait. In addition, a structured interview to solicit instructors' opinions was carried out. Results showed students' perceptions of the difficulties they experienced at a medium level (M=3.10). However, significant differences in the results were found when students' nationalities and GPAs were taken into account.

Second, Nishinomiya (2014) which conducted a research entitled *"Using Oral Presentations to Improve Students' English Language Skills"*. She said Oral presentations provide teachers with a learner-centered activity that can be used in the language classroom as an effective tool for improving their students 'communicative competence. This paper outlines some of the benefits of

implementing oral presentations in the L2 classroom as well as some of the difficulties involved in using presentations in university language classes in Japan.

Third, Surinah (2014) which conducted a research entitled "*An Analysis on Students' Speaking skill At Second Grade SMP 8 Rambah Hilir*". Explains that based on the research finding and data conclusion, the result of the analysis shows that 67 % out of 21 students have good speaking ability, 33% of 21 students' have average to good speaking ability. No students' are in poor to average and poor level ability. The conclusion is the students' speaking skill is good. The researcher used a mobile phone as media with the topic is greeting, getting one's attention, asking and giving opinion band responding to one's opinion.

Fourth, Mahripah (2014) which conducted a research entitled *"Exploring factors affecting EFL learners' speaking performance: from theories into practices"*. She said theoretically, the ultimate goal of any language learning including EFL (English as a Foreign Language) is to communicate, that is to exchange ideas, knowledge, and information. In relation to the above issue, hence, this short article tries to examine factors affecting EFL learners' speaking performance and to identify some feasible ways of coping with the demotivating factors of the speaking performance. Drawing from some literature reviews it was found that EFL learners' speaking performance may stem from three major aspects, namely linguistics, socio-cultural, and affective factors which includes motivation and personality aspects such as anxiety, self-esteem, inhibition, risk-taking, empathy, and extroversion.
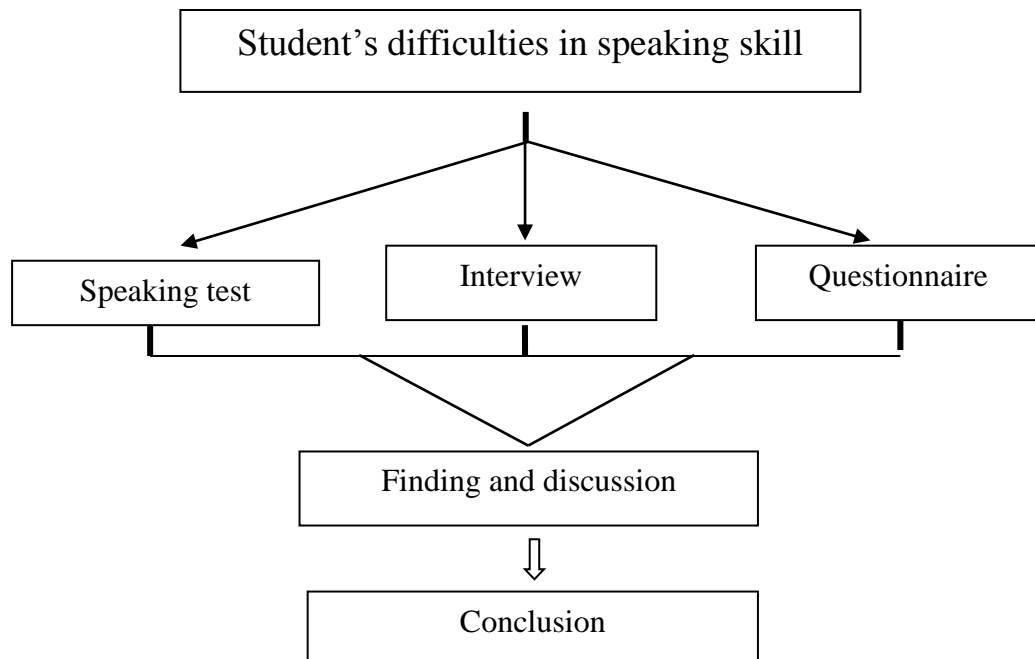
Fifth, Lukitasari (2008) which conducted a research entitled *"Students strategies in Overcoming Speaking problems in Speaking Class"*. This is a qualitative research, she said Speaking has become one of important skills in learning a language especially English. Explains that the result of this study showed that the students had problems with their speaking ability, particularly in term inhibition, nothing to say, low or uneven participation, and mother tongue used. It was because they did not master three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result, many students' speaking ability was not really good, revealed the strategies used by students to cope with the problems.

Based on the researches above, this research took the same thing to analyze, that was students' difficulties. But the difference of those five researches above with this research is the researcher will analyzed the students' difficulties in speaking skill, in this research the researcher wanted to focused on students' difficulties in speaking skill. So this research entittled "Students' Difficulties In Speaking Skill at the Tenth Grade of SMAN 2 Rambah Hilir".

F. Conceptual Framework

Speaking is one of four language skills, in speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. And in speaking also to increase our skill in communicating in English, it is enough in the classroom but practice outside of the classroom it will be influence our speaking skill.

Figure 1.Conceptual Framework of the research

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┌─────────────────────────────────────────┐
│     Student's difficulties in speaking skill │
└─────────────────────────────────────────┘
         │        │         │
         ▼        ▼         ▼
┌──────────────┐ ┌──────────┐ ┌──────────────┐
│ Speaking test │ │ Interview │ │ Questionnaire │
└──────────────┘ └──────────┘ └──────────────┘
         └────────┐│┌────────┘
                  ▼
         ┌─────────────────────┐
         │ Finding and discussion │
         └─────────────────────┘
                  ⇩
         ┌─────────────────────┐
         │      Conclusion       │
         └─────────────────────┘
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Based on the figure above, the researcher can explain that in this research the researcher wanted to analyze what students' difficulties in Speaking Skill at the eleventh grade of SMAN 2 Rambah Hilir. The researcher measures students' speaking difficulties through speaking test, questionnaire, and interview. Besides, the researcher analyzed and got finding of the research and the researcher concluded the problem.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research methodology. Research methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. It consist of research design, setting of the research, instrumentation, the population and sample, technique of collecting the data, and technique of analyzing the data

F. Research Design

This research was designed as a descriptive qualitative research. Arikunto (2010) says thet the descriptive research is the research have purpose to accurate the situation, condition and other wich is said, the result is explined in report of the research. This research consisted of one variable and it was designed using descriptive qualitative method. It was said a descriptive research because this research described students difficulties in speaking skill toward students achievement.

G. Setting of the Research

This research was located at SMAN 2 Rambah Hilir, in the classroom, and this research was conducted on May 2017.

3. Population

According to Arikunto (2010:173), population is a set or collection of all elements processing one or more atributes of interest. In this research, the researcher took the population of the eleventh grade students of SMAN 2 Rambah

Hilir. It consisted of five classes: XI IPA1, XI IPA2, XI IPS 1, XI IPS2. There were 115 students in all of the classes.

4. Sample

Sample is a part of the population which is investigated (Arikunto, 2010:131). If the research subject less than 100 is better to take all of it. Thus, it is regarde as a population research. If the research subject more than 100, the researcher can takes 10-15% or 20-25% from the population (Arikunto,2010:134). Because of the population of this research were more than 100, so the researcher took only 20% of the population to represent of 23 students. The random sampilng was choosen because the researcher took the sampling with "mixing" the subject of population research and all subjects were having the same characteristic. The researcher gave equal right to choose the subjects of study as the sample.

H. Instrumentation

1. Speaking Test

Test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group. (Arikunto, 2010: 139). According to Arthur Hughes, the speaking measurement contains components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency, and comprehension. Each components has weighting point from 1-6 (from the lowest to the highest). In this study, the instruments to get the data from the students speaking skill was an oral test by

using a mobile phone as a media to analyze the data. In this test, the researcher asked the students to perform or can be speak up about different topic.

So, the researcher was helped by three raters from the lecturers of University of Pasir Pengaraian and then the researcher analyzed the score given to find out the validity data and the scoring was based Arthur's scale rating score.

Table.1

Speaking Assessment Rubric;

	Level	Indicator
Pronunciation (20 %)	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrated listening, and Mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of foreign

		accent
Grammar (20 %)	1	Grammar almost entirely inaccurate expert in stock phrases.
	2	Constant error showing control of very few major patterns and fluently preventing communication.
	3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during interview
Vocabulary (20 %)	1	Vocabulary inadequate foe evens the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	3	Choice of words sometimes inaccurate, limitations of vocabulary

		prevent discussion of some common professional and social topics
	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
	5	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	6	Vocabulary apparently as accurate and extensive as that of an educates native speakers
Fluency (20%)	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except for shot or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words

	5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
Comprehension (20%)	1	Understand too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common social and touristy topics; requires constant repetition and rephrasing.
	3	Understand quite well formal educated speech directed to him, but requires occasional repetition and rephrasing.
	4	Understand careful, somewhat simplified speech directed to him with 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 speaker

Table 2: Weighting table in percentage of speaking skill

WEIGHTING TABLE IN PERCENTAGE (%)						
	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	33,2	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)

Then, the range of the score for speech can be seen as follows (Harris, 1968:79) :

Table.3

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

2. Interview

Interview is a meeting of two to excgange information and idea through question and responses, resulting in comunication and joint construction of meaning about particular topic, Esterberg (2002).

In this study, the second instruments to get the data was interview, interview was used to find out what happen during the teaching and learning process and to find out the students problems in speaking skill. Interview was also used to collect the data related to the errors that was done by the students. In this instruments, the researcher asked the students about what are the difficulties that the students faced related to their speaking skill.

3. Questionnaire

According to James and Schumacher (2006) a questionnaire is relatively economical, has the same questions for all subject, and can ensure anonymity. For many reasons, the questionnaire is the most widely used technique for obtaining information from subject. For many reasons, the questionnaire is the most widely used technique for obtaining information from subject. In this study, the researcher used questionnaire to find out the students' difficulties in speaking skill. The researcher provided a questionnaire that consisted of 20 items in the form of Arthur Hughes (2003) . For positive items the SA (Strongly Agree) = 5, the A (Agree) = 4, the U (Uncertain) = 3, the D (Disagree) = 2 and the SD (Strong Disagree) = 1.

I. Procedure of the research

1. The researcher explained what should students do.

2. The researcher asked to student to speech with different topic.

3. The researcher recorded the students' performance.

4. The researcher interviewed the students one by one.

5. The researcher recorded the students' interview.

6. The researcher gave a questionnaire to students.

7. the researcher asked students to submit worksheet.

J. Technique of Collecting the Data

Widoyoko (2012:33) states collecting data in the research is intend to get the data, explanation, fact and accurate information. So, collecting the data is how to get the correct information, and relevant with the fact is happen.

The test was given to find out the students' speech in front of the class. The purpose of giving test was to find out the students' speaking skill. The researcher gave the topics for speech and students could be free to choose one of the topics they wanted to deliver. To find out students' difficulties in speaking, the researcher used the interview and questionnaire.

K. Technique of Analyzing the Data

Analyzing data is one of part we can get the data, so that the analyzing data is important. In qualitative research can applied with the structural approach. Structural approach is a method to study the literary. According to Bogdan & Biklen, " Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing, searching for patterns. Discovering what is

important and what is to be learned and deciding what will tell others " (Aliyah. 2015: 14). After the researcher finds the data, the researcher analyzes into several steps.

In conclusion, in analyzing the data, the procedures are also conduct as follows:

1. The researcher asked permisson to three raters to rates students speaking test.

2. The researcher took the data from three reters.

3. The researcher continued to analyzed students difficulties each of students based on Arthur's Assessment.

4. The researcher continued to analyzed students interview

5. The researcher analyzed students' difficulties by questionnaire. The researcher also used the Skala Likertscore interpreting as follows:

$$
\begin{aligned}
\text{Strongly agree} &= 5 \\
\text{Agree} &= 4 \\
\text{Uncertain} &= 3 \\
\text{Disagree} &= 2 \\
\text{Strongly disagree} &= 1
\end{aligned}
$$

After tabulating all answers, the researcher calculated the scores of the strength of the response by using a formula as follow:

$$P = \frac{total\ respondens\ scores}{total\ of\ ideal\ scores} \times 100\ \%$$

After each answer was calculated, the score was processed based on the Likert scale percentage as follow:

Score	Level
0% - 19.99%	Strongly Disagree
20% - 39.99%	Disagree
40% - 59.99%	Uncertain
60% - 79.99%	Agree
80% - 100%	Strongly Agree

(Likert Scale)

After analyzing the data researcher got the difficulties faced by the students related to their speaking skill.