

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research and definition of the key terms. The researcher will explain about the problem will be analyzed in this research and also formulate it into a question and also limit it in order to avoid the misinterpretation the purpose of this research.

#### **A. Background of the Problem**

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a senior high school, however, there are some difficulties faced by senior high school students to communicate in English such as students have to think more often when speaking English. Of course, students need interaction with others to communicate. According to Hornby (1995), since speech is power, act and manner of speaking, speech is one of the most valuable possessions.

Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher. "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. In

addition, Hornby states that 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. By speaking with others, we are able to know what kinds of situation are in the world.

In speaking skill, the students could express messages or information to another orally. The students could use some ways in their speaking skill, such as: interaction or dialogue to deliver their language to interlocutors or another people. It was fact how important speaking skill was. One of the main purposes of learning and teaching English was to enable students to communicate orally. In other word, learning and teaching English was more specific on speaking skill. However, to be speaking correctly, a learner must recognize all certain language component so that misunderstanding as well as misinterpretation in communication could be solved.

Speaking is one of the subject that has been learnt by the students of English study program in University of Pasir Pengaraian since they are in the forth semester up to the fourth semester. Speaking subject in University of Pasir Pengaraian is learnt through several strategies.

The fourth semester students' speaking skill in University of Pasir Pengaraian, especially students of English Study Program is varied. Although they have learnt speaking through several strategies, their speaking skill still need to be improved. It can be seen that most of the students who cannot speak English well. The researcher tried to find why they cannot speak English well by

making a short interview among some of them. The researcher found that their speaking problem is caused by the several reasons such as: lack of vocabulary mastery, lack of interest in learning English and, the less strategies used by the lecturer to motivate them to use English as part of daily communication.

Students' low vocabulary mastery makes them quite difficult in speaking English for the communication. Lack of interest in learning English caused by the strategy used in teaching speaking was not interested for them. In this era, students' need to be taught using the proper strategy to makes them speak more in the classroom. A speaking lecturer should implement various teaching technique to attract students' interest in learning English so that it makes them become interested in improving their English skill, moreover in speaking.

One of the strategies can be used in learning speaking is by using Zig Zag task. According to Wiesendanger in Kartikasari (2011), Zig Zag strategy is a strategy that allows students to do a mutual sharing from the first element and details of a story. If it combined in speaking activity, it can produce a cohesive and organized speech. Based on that description, researcher is interested in doing a research entitled "*Students' Speaking Skill at the Fourth Semester of English Study Program in University of Pasir Pengaraian*"

## **B. Setting of the Problem**

The fourth semester students' speaking skill in University of Pasir Pengaraian, especially students of English Study Program is varied. It can be seen that most of the students who cannot speak English well. The researcher tried to

find why they cannot speak English well by making a short interview among some of them. The researcher found that their speaking problem is caused by the several reasons such as: lack of vocabulary mastery, lack of interest in learning English and, the less strategies used by the lecturer to motivate them to use English as part of daily communication.

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### **C. Limitation of the Problem**

To keep focusing in doing this research, the researcher would like to limit this research only to analyze the students' speaking skill after teaching through Zig - Zag Task to the fourth semester of English Study Program in University of Pasir Pengaraian.

### **D. Formulation of the Problem**

Based on the problem that has been limited by the researcher, it can be formulated as the following questions: How is the fourth semester students' speaking skill in University of Pasir Pengaraian?

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

The purpose of this research can be stated to find out the fourth semester students' speaking skill in University of Pasir Pengaraian?

### **F. Importance of the Research**

There are some importance of this research can be concluded by the researcher. They are:

1. For the students: Students hopefully are able to know about their English speaking skill and wants to add or improve it in the following days.
2. For the lecturer: This research hopefully can be a guidance about what an English lecturer should do to enhance students' speaking skill.
3. For the next researcher: This research hopefully can be one of the references for those who want to conduct a research about the students' speaking skill.

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

**1. Speaking Skill :** Widdowson in Antoni (2005) states that communication through speaking is commonly performed in face to face and occurred as part of dialogue. It is the ability of someone who can speak well. Based on the statement above, the researcher concludes that speaking skill is an ability to deliver speech in order to send the information orally.

**2. Zig Zag Task Strategy** : According to Wiesendanger in Kartikasari (2011), Zig Zag strategi is a strategy that allows students to do a mutual sharing from the first element and details of a story. If it combined in speaking activity, it can produce a cohesive and organized speech. Based on the explanation above, it can be concluded that zig zag task is a strategy that can stimulate students' speaking skill by narrate a story through pictures or symbols.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher puts some theories related to the speaking skill and Zig Zag task. Review of related finding is purposed compare the difference this research paper among several result of some researches which took speaking skill as their variables of the research. The researcher put some theories related to Zig Zag task and speaking skill based on the experts' statement to strengthen the content of this research. Conceptual framework also becomes the part on this chapter.

#### **A. REVIEW OF RELATED THEORIES**

##### **A.1. The Nature of Speaking**

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Senior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others includes teachers and friends to communicate. Bygate (1998:7) states that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

Shumin in Oradee (2012) states that speaking English is the most difficult for learners. In particular, learners stammer when speaking English. This result

from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression.

Meanwhile, Richard and Renandya in Nazara (2011) states that a large percentage of the world's language learners study in order to develop proficiency in speaking. The tendency to prioritize the mastery of speaking also is also reflected the tendency of a society to make speaking skill a measure one's mastery of English.

Harmer in Bashir (20011) states the reasons as people want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise people would keep silent.

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reasons.

People have some communicative purposes". Speakers say things because people want something to happen as a result of what people say. People may want to charm their listeners; to give some information, to express pleasure; people may decide to be rude or flatter to agree or complain. In each of these cases people are



interested in achieving this communicative purpose what is important the message they wish to convey and the effect people want it to have.

According to the BBC World Service radio series in a website browsed: there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.

From the explanation above, the researcher can conclude that definition of speaking is a term used for communication between people. Speaking is one of the ways in communication which is used to deliver the messages and ideas to everyone. Speaking is also important in people's everyday life to build relationship and social purposes.

## **A.2. Speaking Skill**

According to Lado in Nazara (2011) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement,

offer, certainty, etc.)

In addition, Essberger in Haron and Ahmad (2012) states that learners should grab opportunity to speak with teachers and other learners at school because speaking cannot be performed effectively alone like other language skills. Meanwhile, Ernenwein in Haron and Ahmad (2012) also states that the way a language is spoken in a classroom is often different than the more informal style of speaking used in everyday life. Learners should be familiar with many idioms and slang terms of a particular language.

Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

Based on the statements above, the researcher can conclude that the definition of speaking skill is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. Someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

### A.3. Indicators of Speaking

According to Harris in Nazara (2011), among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process can be seen on the table below:

**Table 1. Indicators of Speaking**

<b>No</b>	<b>Indicator of Speaking</b>	<b>Explanation</b>
<b>1</b>	<b>Pronunciation</b>	It is very important to the students to pay their attention to the pronunciation when use a foreign language, especially English. It is purposed to avoid misinterpretation about something is said by the non-native speaker.
<b>2</b>	<b>Grammar</b>	Grammar is very important to be mastered by the students because grammar is a pattern of a language used in oral or written communication
<b>3</b>	<b>Vocabulary</b>	It will be impossible for students to speak a lot when there is no any enough vocabulary mastery. That is why vocabulary mastery is needed as many as possible for the students to be mastered.
<b>4</b>	<b>Fluency (the ease and speed of the flow of speech)</b>	People need to raise the fluency in speaking a language in order to get a good communication way.
<b>5</b>	<b>Comprehension</b>	It is needed to understand about the content of conversation.

Based on the table above, it can be seen that indicator of speaking can be divided into 5 components, they are pronunciation, grammar, vocabulary, fluency and comprehension. All indicators on the table above are very important to be mastered by the English learners who wants to be able to speak English well.

The ability to speak a foreign language is the most pressed skill, because someone who are able to speech a language will also be able to understand it. According to normal Lado in Aghdam (2012) defines that speaking skill as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at rate delivery for native speakers of the language.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning.

#### **A.4. Teaching Speaking to the Students of English Study Program**

The subjects of this research is the forth semester students of English study program in University of Pasir Pengaraian. In teaching speaking to the students of English study program from the semester 1 up to semester 4, the lecturers have used several techniques or strategy such as discussion, role play, storytelling, impromptu speech. For example in discussion technique, students are hoped to share and receive some opinions about certain topic from their group members and deliver it in front of the class orally. In impromptu speech, students are asked to deliver their speech related to certain topics spontaneously. An impromptu speech is intended to demonstrate the student's ability to provide a well-reasoned

analysis of a designated question using a limited amount of preparation time. Each speech should be unique and spontaneously created by the speaker.

Meanwhile in role play techniques some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become skits, the idea being for students to practice and then give a performance in front of the class. Role play activities are similar to skits in that students are expected to act. However, unlike skits, in role play, students are not provided with lines but are given a situation and roles to play (Gebhard, 2000:176).

#### **A.5. 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, have three particular relevance if the teacher trying to get students to speak fluently: (Harmer (2007)

1. *Prompter*: students sometimes get lost 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 and 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 the speaking activity, overcorrection may inhibit them and take the communicativeness out of the activity, on the other hand, helpful and gentle correction may get

students out of difficult understandings and hesitation. Everything depends upon our tact and the appropriacy of the feedback we give in a particular situation.

#### **A.6. Classroom Speaking Activities**

There are many models of learning speaking in the classroom activities according to Harmer (2007) the first acting from a script. Students learn such as drama can apply in speaking with acting from the drama. The second communication with the game, speaking activities will be active with game cause the students usually more be interested such as puzzle, draw a picture, who I am I, and the other game. The third, Discussion group, discussion group is one of activity in speaking class, discussion in speaking program only taking about an 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 the topic of their own choice. The fifth, questionnaires, with questionnaires the student must have a questioner and respondent to do discuss the topic.

So, when the teacher teaching and learning processes in the classroom to get students to speak fluently, the teacher must have roles such as promoter, participant and feedback provider.

#### **A.7. Type of Speaking Skill**

Brown (2003:141) states all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria.

Those objectives may be classified in term of several types of speaking performance :

*a. Imitative*

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

*b. Extensive*

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

*c. Responsive*

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

Based on the explanation above, speaking assessment can be done through six categories and each category has scoring range from 1 (the lowest) up to 6 (the highest).

### **A.8. Factors Affecting Students' Speaking Skill**

According to Richards and Reynanda (2002), there are four factors that affect students' oral communication skill that are age or maturational constraints, aural medium, socio-cultural factors, and affective factors. Below are the explanation of the four factors that affect students' speaking skill

#### a) Age or Maturational Constraints

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Several experts such as Krashen and Scarcella argue that acquires who begin learning a second language in early childhood through natural exposure achieves higher proficiency than those beginning as adults. Many adults fail to reach native-like proficiency in a second language. Their progress seems to level off at certain stage. This fact shows that the aging process itself may affect or limit adult learner's ability to pronounce the target language fluently with native-like pronunciation.

#### b) Aural Medium

The central role of listening comprehension in foreign language acquisition process is now largely accepted. It means that Listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening, which precede it. So, speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are internalized.



### c) Socio-cultural Factors

Many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner. In addition, oral communication involves a very powerful nonverbal communication system which sometimes contradicts the messages provided through the verbal listening channel. Because of a lack of familiarity with nonverbal communication system of target language, EFL learners usually do not know how to pick up nonverbal cues. So, it is an important point to understand that socio-cultural factor is another aspect that greatly affects oral communication.

### d) Affective Factors

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning emotions, self-esteem, empathy, anxiety, attitude and motivation. Foreign language learning is a complex task that is susceptible to human anxiety which is associated with feeling of uneasiness, frustration, self-doubt and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking.

These four factors play an important role in determining the success and the failure of student in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Factors affecting Adult EFL learners oral communication is the thing that need to be consider by EFL teacher in order to provide guidance in developing competent speaker of English. Once the EFL teachers are aware of these things, he will teach in more appropriate way and it will help them to develop student speaking skill.

### **A.9. Speaking Assessment**

According to Arthur Hughes (2003), the speaking measurement contains components 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 research, the instruments to get the data from the students speaking skill is speaking performance by using micro teaching practice video as a media to analyze the data.

**Table. 2 Speaking Assessment Rubric**

	<b>Level</b>	<b>Indicator</b>
<b>Pronunciation (20%)</b>	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.
<b>Grammar (20%)</b>	1	Grammar almost entirely inaccurate except 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 causes 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 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 broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situations.

	6	Vocabulary apparently as accurate and extensive as that of an educated native speakers.
<b>Fluency (20%)</b>	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very 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 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.
<b>Comprehension (20%)</b>	1	Understand too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common social touristy topics: require 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 direct 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.

(Hughes 2003:131)

Based on the table of speaking assesment above, it can be seen that there are five components of speaking should be assesed by the researcher such as: pronunciation, grammar, vocabulary, fluency, and comprehension. According to Hughes (2003), every components of speaking consists of six indicators to be measured.

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

In review of related findings, the researcher will try to compare this research with other researches which have the similar variables on their observation. There are many researches about speaking skill can be taken from the online journals. The researcher will give several researches about speaking skill and Zig Zag task strategy and compare it with this research.

Anil (2016) on his research "*A Study of Developing Speaking Skill Through Techno-driven Task*" found that A few respondents, in this study, could not speak English accurately due to their limited exposure to the language. The research helped the researcher to comprehend that the positive learner with positive attitude can achieve effective communicative skills. Adult learners should be motivated to speak English flawlessly by introducing many tasks in the teaching and learning process. Modifying the exiting tasks like word building, dumb charades in interesting ways will help learners to enhance their speaking skill and the will aid them to have an active participation in the English learning process.

Madsa (2012) on his research "*Motivating Students' Speaking Skill Through*

*Simulation in English for Specific Purposes*” states that Through this research, the researcher found out some initial findings that are important to share. The simulation in English for Specific Purpose class conducted in Rattaphum College, Language Center shows that students are highly motivated with this approach. It is shown from their work on some assignments and task given with good results. Students are keen on attending the class as they feel that they get enough practice as well as theory. Students state that their English is improved in some ways. Students feel more confidence. Students state that the lecturer give good assistant during the class. Students can achieve their expectation in learning English. Students state that the equipment provided in class is very useful easy to use. Students sate that this simulation approach can be continued with some improvement. In answering the second questions, that is “what kind of simulation can be possibly effectively used to motivate the students” speaking skill in business English Class”, the researcher found out that Building company (making business plan), Conducting Meeting, Doing Negotiation and Presentation are the types of simulations the students suggested. Besides that the students also gave some suggestions that the lecturer should give feedback to the students, should create materials in the form of hardcopy and slideshow and provide games and or other activities in the lessons.

Arifin and Sari (2013) on their research entitled “*Teaching Speaking By Using Video Checking In A Hotel*” found that the technique applied to improve students’ speaking skill is successful. The “1.11” score falls between pretest and post-test results. This significant improvement is acceptable. Furthermore, the MD

also means that students scored better after the technique was applied. In the first play of the video most students could not understand well about the word in the video. Then, the video was played again until three time. At the fourth time, students use ahead to complete the sentences in group about the video situation. Then, the video was played again. This time the students work was corrected by the teacher sentence by sentence. After checked the students' answers, students was asked to have conversation about the video shown by the teacher. Students were divided into 17 pairs. This was aimed to get students more focus on the speaking and the practice. The students made a simple conversation based on the video theme (checking in hotel) in pairs.

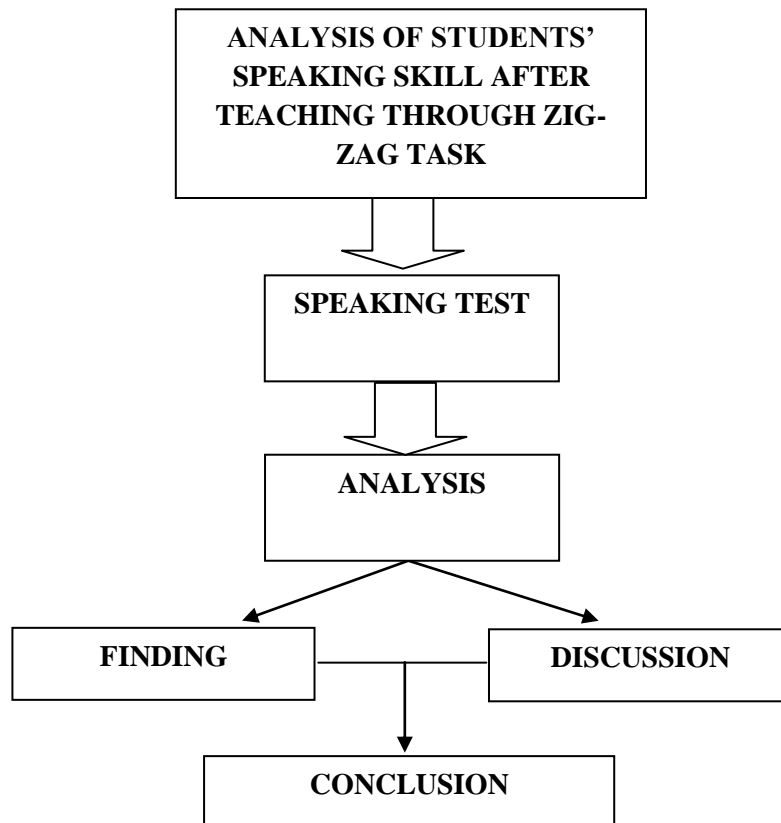
Based on the researches above, the difference between this research and the research belongs to Madsa (2012) can be seen from the design of the research where Madsa's research is an experimental research and this research is a qualitative research. The purpose of Madsa's was to improve the students' speaking skill in specific purposes through simulation method and this research is purposed to find out the second grade students' speaking skill. Anil (2016) can be seen from the design of the research where Anil's research is a Classroom Action Research. The purpose of Anil's research was to improve the students' speaking skill in through techno-driven task technique and this research is purposed to develop students' speaking skill.

### **C. Conceptual Framework**

Conceptual framework is a diagram of the outline this research, the

researcher describes the process of the research into a diagram in order to ease the reader to understand the outline of the research was conducted by the researcher by the following diagram:

Figure 1. Conceptual Framework



Based on the figure of conceptual framework above, the researcher wanted to find out the students' speaking skill. The researcher analyzed students' speaking skill at the fourth semester in University of Pasir Pengaraian. The result of the test is described and explained in the chapter 4 and also the finding and discussion of this research is concluded in chapter 5.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data that will be taken at the forth semester students of English Study Program in University of Pasir Pengaraian. This chapter explained about the direction of this research and also the procedure will be taken by the researcher in collecting data.

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

This research consists of 2 variables which are students' speaking skill and Zig Zag task strategy and the researcher designs it as descriptive quantitative research. According to Sugiyono (2013), a descriptive quantitative research is a type of research which is conducted to find out the value of one or more independent variables without making any comparison or correlating to other variables and the result of this research is formed and written in numbers.

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

This research was conducted at University of Pasir Pengaraian. It is located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. The research was conducted in May 2019. The participants of this research was the fourth semester students of English Study Program in University of Pasir Pengaraian.

### C. Population and Sample

#### 1. Population.

According to Arikunto (2006:130) population is whole the subject in the research. The population in this research was all the students at of the forth semester in English Study program. The number of population is 19 students.

**Table 3. Population of the Research**

No	Class	Number of students
1	The 4 <sup>th</sup> Semester	19
<b>Total</b>		<b>19</b>

#### 2. Sample

Arikunto (2006:131) states that sample is partially or represent the populations are going to be researched. The technique will be used to determine the sample is total sampling method, which means, researcher will use this technique is very appropriate with researcher's consideration until can represent populations. Sugiono (2011:62) states "sample is a lot of quantities and characteristics in the population. If populations is big and the researcher is impossible for learning all of there in the population because limitedness donation, energy and time but conclusion is sample that taken from population have to represented."

So, in taking the sample of the research, the researcher used the total sampling method, it was caused by the number of the participants is less than 100 students.

#### **D. Instrumentation of the Research**

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. To measure students' speaking skill and analyze it, the researcher used a performance test in speaking. It means that the researcher asked the students to deliver a speech with certain topic of speaking showed on the whiteboard based on the symbol or icon or picture available

#### **E. Technique of Collecting the Data**

In collecting the data, the researcher used performance or speaking test to the students. In collecting the data of the research, the researcher asked the students to deliver a speech with certain topic given by the researcher which it was taken from the picture or symbols from some sources. The students were asked to arrange a story based on the pictures or symbols given. Every student got the same topic.

## F. Technique of Analyzing the Data

This is purposed to measure students' speaking skill in this research. In analyzing the result of the test, the researcher was helped by the raters to analyze students' speaking skill based on the speaking assessment. The score given by the raters was analyzed by the researcher to determine every student's speaking skill in this research. To measure students' speaking skill, the researcher used the following rubric scoring for speaking

**Table 4. Rubric Scoring of Speaking Skill**

	<b>Level</b>	<b>Indicator</b>
<b>Pronunciation (20%)</b>	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.
<b>Grammar (20%)</b>	1	Grammar almost entirely inaccurate expert in stock phrases.
	2	Constant error showing control of very few major patterns and fluently preventing communicatio.

	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.
<b>Vocabulary (20%)</b>	1	Vocabulary inadequate for even 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 broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situations.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
<b>Fluency (20%)</b>	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very 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 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.
<b>Comprehension (20%)</b>	1	Understand too little for the simplest type of conversation.
	2	Understand only slow, very simple speech on common social touristy topics: require 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 direct 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.

(Hughes 2003:131)

Although there are many such conversions from percentage to letter grades, one common method of assigning letter grades is based upon the following percentages. Then, the range of the score for speech can be seen as follows (Harris 1968:79).

**Table. 5. Quality of Speaking Skill**

<b>Score</b>	<b>Letter Case</b>	<b>Criterion</b>
85 – 100	A	Excellent
70 - 84	B	Good
55 – 69	C	Fair
50 – 54	D	Poor
0 – 49	E	Very Poor

Arikunto (2002)