

**THE COMPETENCE OF THE SECOND SEMESTER OF ENGLISH
DEPARTMENT STUDENT CLASS A OF STATE ISLAMIC INSTITUTE
(IAIN) PALOPO IN SPEAKING**



IAIN PALOPO

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and
Teaching Science Faculty of institute for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for Degree of Sarjana Pendidikan (S.Pd.) in
English Education*

By,

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Dr. Muhaemin, M. A.
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**STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF THE STATE ISLAMIC INSTITUTE (IAIN)
PALOPO 2017**

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa dibawah ini :

Nama : Andi Nuraeni

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Program Studi : Bahasa Inggris

Judul Skripsi : **“The Competence of The Second Semester English
Department Student Class A of State Islamic Institute
(IAIN) Palopo in Speaking”**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

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Palopo, June 15th 2017

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NOTA DINAS PEMBIMBING

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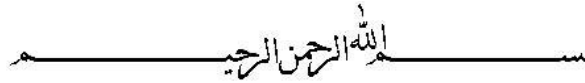
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Finally, the writer hopes this thesis can give some values to the students of English department and English teacher and the readers especially in teaching speaking. The writer admits that this thesis is not perfect, so that the writer will accept suggestion from the readers in order to make better. The writer hopes that this thesis would be beneficial to everyone.

May ALLAH SWT always bless us. Amiin.

Palopo, July 04th 2017

The Researcher

Andi Nuraeni

ABSTRACT

Andi Nuraeni, 2017. **The Competence of The Second Semester English Department Student Class A of State Islamic Institute (IAIN) Palopo in Speaking.** Thesis English Study Program of Tarbiyah Department of State Islamic Institute (IAIN) Palopo. Supervised by **(1) Dr. Muhaemin, M.A (2) Dr. Masruddin S.S., M.Hum.**

Key Words: Speaking's Competence, Speaking Skill, Student's University

This research aimed to find out students' speaking competence. The problem statement of the research was How is the competence of students at second semester English department of State Islamic Institute (IAIN) Palopo in speaking and What are the problems that students at second semester English department of State Islamic Institute (IAIN) Palopo get when learn speaking ?. The objectives of the research namely to find out the competence and the problems of second semester English department of State Islamic Institute (IAIN) Palopo in speaking.

This thesis used quantitative descriptive survey research. The target populations of this research are all of the students from class A at the second semester English Students of State Islamic Institute (IAIN) Palopo. The sample was taken from population by using total sampling technique. In this case, the researcher took 32 students of A class as a sample. This research used survey method with test design. The test was given to know the competence of the students in speaking.

The result of this research shows that the students of second semester English Department of State Islamic Institute (IAIN) Palopo at class A get poor score in speaking competence. It was proved by the mean score of each components of speaking that the researcher used to assessing the students' competence. The mean score of accuracy component is 2,66, fluency is 2,47, and the comprehensibility component is 2,72. It means that the students of class A is still lack in speaking.

CHAPTER I INTRODUCTION

A. Background to the Study

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc.¹ They should be taught in any language learning to make the learners able to use the target language to communicate.

Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Standard of competence for second graders stipulates that in speaking skill students should be able to express the meaning of simple conversation for interpersonal and transactional purposes, in the formal and informal situation to communicate with the nearest environment and /or in academic context. It means that the students must be able to speak to express what they want to show to others.²

Speaking is important for language learners.³ The students must increase their skill communicative competence of student because the students can

¹Lia Amalia Nirwati, *Improving Students' Speaking skills Through Speaking board games of grade VIII of SMP N 13 Yogyakarta*, (Yogyakarta State University, 2015)

²Sifa Fauziah Permatasari, *Improving Students' Speaking Skill Through Project Based Learning for Second Grades of SMPN 1 Kawedanan, Magetan*, (Universitas Negeri Malang)

³Christine C.M. Gob, *Teaching Speaking in the Language Classroom*, (Singapore: Sameo Regional Language Center, 2007), p. 1.

express them self and learn how to use language very well, with speaking the students can express their ideas, spontaneous and free think. Many people in our country, can speak but cannot speak very well.

Richards and Renandya 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.⁴

Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances.⁵ In brief, learners need to know how to use the language in context.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners

⁴J. C. Richards, & W. A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practices* (New York: Cambridge University Press,2002),p.204

⁵Martinez Flor, *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*, (Walter de Gruyter Gmbtl. & Co. KG,2006), p.139

as much as possible to be able to speak English in the real-life situation.⁶

The problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows:⁷

1. Inhibition – fear of making mistakes, losing face, criticism; shyness;
2. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;
3. Low or uneven participation – often caused by the tendency of some learners to dominate in the group;
4. Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it

The research was done in The state Islamic Institute of Palopo . The state Islamic Institute of Palopo is one of the many campuses in Palopo that make the students interest to continue their studies in public Universities. After changing its status to a country now Islamic religious institute student's enrollment is increasing, especially English mayors. Department of English language education in the state Institute for Islamic of Palopo much in the interest of the students especially to them that are interested to learn more lessons that is English.

Based on the observation that I have ever done in class A, consists of 39 students, I find many difference problems from the students, such as one of them

⁶Lia Amalia Nirwati, *Improving Students' Speaking skills Through Speaking board games of grade VIII of SMP N 13 Yogyakarta*, (Yogyakarta State University, 2015)

⁷P. Ur, *A Course in Language Teaching. Practice and Theory*, (Cambridge: Cambridge University Press, 1995), p.121

say that they get difficult in speaking because they did not have friend to talk with and they did not have many vocabulary to speak English.

In relation to the problem of speaking English faced by the student, the writer would like to search the student's English speaking skill and their interest in learning speaking. Considering the statement above, the writer will carry out the research under the title "The Competence of Second English Department Student Class A of IAIN Palopo in Speaking".

B. Problem of the Research

The problems to solve are:

1. How is the competence of students at second semester English department of State Islamic Institute (IAIN) Palopo in speaking?
2. What are the problems that students at second semester English department of State Islamic Institute (IAIN) Palopo get when learn speaking ?

C. Objective of the Research

Based on the problem statement, the objective of the research is formulated as follows:

1. To find out the competence of second semester English department of State Islamic Institute (IAIN) Palopo in speaking
2. To find out the problems of second semester English department of State Islamic Institute (IAIN) Palopo in speaking.

D. Significance of the Research

The result of this research is expected to be useful information to the learners of English as a foreign language in general, they are:

1. To the teacher; the findings of this research are hopeful to be a very meaningful information and references
2. To the students; to give contribution and solution in learning English especially in improving their speaking skill.
3. To the other researchers and readers; to give information and contribution about teaching especially in teaching speaking.

E. Scope of the Research

To limit the scope of study, the writer I only discussed such as follows:

1. This study was done with the second semester of English Department students at IAIN Palopo in the academic year of 2016/2017
2. This study is about how to explore the competence of the second semester of English department students of IAIN Palopo in speaking skill.
3. The material of this study is Basic Question about Describing People and Unforgettable Experience.

F. Operational Definition

1. Speaking is interactive process, willing to talk, uttering words, knowing and being able to use language, expressing somethings in word, and make a speech. Speakers talk in order to have some effect on their listeners.
2. Competence is the ability individual is something to do in practical and theoretical.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researchers which are closely related to this research, that research:

Oktarina, in her research *“Improving Students’ Speaking Skill Through Critical Thinking at the Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo”*. She states that, there any improvement of the students’ speaking after giving treatments through critical thinking.⁷

Ahyak dan Anik, in their journal *“Improving the Students’ English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia)”*. They states that, having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. So improving the English speaking competence is very important for the Indonesian students where we know Speaking is extremely need to gives the big contribution to students to perform their communication skill better.⁸

Zaza Larenza in her thesis that was written under the title, *“Improving Speaking Skill through Cooperative Script Technique at the Eleventh grade students of SMAN 4 Palopo”*. The research used assessment

⁷Ika Diani Oktarina, *Improving Students’ Speaking Skill Through Critical Thinking at the Third Semester Students of English Study Program Tarbiyah Departement STAIN palopo*, (The State Collage for Islamic Studies, 2013)

⁸Ahyak dan Anik, *Improving the Students’ English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia* (International Journal of Language and Literature, Vol. 1 No. 2, 2013)

criteria that explained by J.B. Heaton to evaluate the speaking competence of students.⁹

Hanafia, in her research, *“Teaching Speaking using Quantum Teaching at the First Year English Students of IAIN Palopo”*. The result of her research shows that there are significant improvements on students’ speaking ability after conducting the treatments. In learning process, Quantum Teaching can help the teacher in teaching, especially in speaking because Quantum Teaching combines all the things in the class to support learning process. It indicated that teaching speaking using Quantum Teaching is effective to improve students’ speaking ability at The First Year English students of Tarbiyah and Teacher Training Faculty of IAIN Palopo.¹⁰

Dian Karyani Astuti, under the title *“The Gap between English Competence & Performance (Performance: The Learners’ Speaking Ability)”*, found that 43% of respondents confess that they feel shy, 53% unconfident and nervous to speak in English. They worry to make mistake in speaking though they know the English grammar and vocabulary.¹¹

B. Definitions of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

⁹ Zaza Larenza, *Improving Speaking Skill through Cooperative Script Technique at the Eleventh grade students of SMAN 4 Palopo*, (The State College for Islamic Studies, 2016)

¹⁰

Hanafia, *Teaching Speaking using Quantum Teaching at the First Year English Students of IAIN Palopo*, (The State College for Islamic Studies, 2016)

¹¹ Dian Karyani Astuti, *The Gap between English Competence & Performance (Performance: The Learners’ Speaking Ability)*, (State Islamic Jakarta University, Indonesia)

Johnson and Morrow say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.¹²

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners.¹³ Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.¹⁴

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an

¹²Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers' series* (London: Longman,1981),p.70

¹³ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press,2008),p.19

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc.,2001),p.267

interactive, social and contextualized communicative event.¹⁵ Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances.¹⁶ In brief, learners need to know how to use the language in context.

Finnochiaro and Brumfit propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.¹⁷

Speaking is important for language learners.¹⁸ Because of speaking people can make an understanding about information and circumstance in environment. To make unifying the amity people need to communication. Because communication is the effective giving and receiving of information, to be effective the message must be understood by both the communicator and the receiver. Good communication comes in many forms and styles. No rule is ever set in stone and breaking the rules can sometimes be the best way to get point across. People should figure out what works best and develop style.

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¹⁵

Deborah Cameron, *Working with Spoken Discourse* (Oxford: SAGE Publications, Ltd,2001),p.40

¹⁶Martinez Flor, *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*, (Walter de Gruyter GmbH. & Co. KG,2006), p.139

¹⁷

Finocchiaro & Brumfit, *The Functional-Notional Approach from Theory to Practice*. (Oxford: Oxford University Press, Inc.,1983),p.400

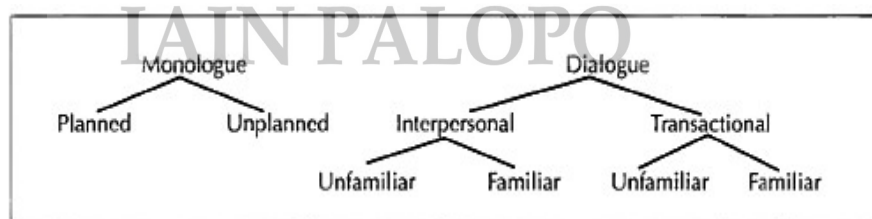
¹⁸

Christine C.M. Gob, *Teaching Speaking in the Language Classroom*, (Singapore: Sameo Regional Language Center, 2007), p. 1.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

C. Types of Spoken Language

Nunan in Brown suggests types of spoken language shown in the following figure:¹⁹



Picture 1: Types of Spoken Language

¹⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc., 2001), p.251

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and those for whose purpose is to convey propositional or factual information (**transactional**). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In

conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an “eavesdropper”. In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarly, “familiar” participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

D. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking

aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.²⁰

1. Pronunciation

Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.²¹

2. Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.²²

²⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc., 2001), p.168

²¹

Laurence D., *Longman Dictionary*, (China, 2000), p.429

²²Laurence D., *Longman Dictionary*, (China, 2000), p.580

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.²³

E. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and thus involves comprehension as well as production.²⁴ Testing students' spoken language and this command is one of the most important aspects or an overall evaluation of the students' language performance.

The assessment criteria of speaking explained by J.B. Heaton as follows:²⁵

1. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their output.²⁶

2. Fluency

Fluency is the ability to produce what one wish to say smoothly and without undo hesitation and searching. According to scoot thorn bury, fluency is the capacity to string long runs together, with appropriately

²³

Laurence D., *Longman Dictionary*, (China, 2000), p. 204

²⁴

M. Basri wello and hafsa Amin J. Nur, *An Introduction to ESP. (Ujung Pandang: CV. Sunu Baraya, 1999), p. 71*

²⁵

J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p. 100

²⁶H. Douglas Brown, *Teaching by Principles: An Interactive Approach to language Pedagogy*. (Ed II; San Fransisco: Addison Wesley Longman Inc., 2001), p. 268

placed pausing.²⁷ Furthermore, he states that fluency is simply the ability to speak fast.

3. Comprehensibility

Comprehension is exercise to improve one understands.²⁸ According to Scott Thornbury, comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.

F. Problems in Speaking

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill.²⁹

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking

²⁷Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p. 5

²⁸H. M. Manser, *Oxford Learners Pocket Dictionary*, (New Edition; 1995), p.81

²⁹ Anik Munjayanah, *The Implementation of Communicative Language Teaching Speaking at LIA SURAKARTA: An Ethnography*, (Surakarta:UMS, 2004), p.17

time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

Brown suggests some causes that make speaking difficult as follows:³⁰

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a

³⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc., 2001), p. 270-271

stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

G. Strategies for Developing Speaking Skill

Understanding and learn to speak a foreign language demand not just about grammatical rules. Learners have to know how the native speaker uses the language context in many factors. However this is not as easy as people think. Speaking as ability in foreign language is the product if people in language learning process. Teacher needs some strategy for developing learners' speaking skill. These strategies can be tries to help learners or students developing their speaking skill.³¹

1. Using minimal responses.

Language of learner who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other doing the talking. One way to encourage such learner to begin participate is to help them build up stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2. Recognizing script

Some communication situations are associated with a predictable set of spoken exchanges script. Greetings, apologies, compliments, invitations,

³¹Khatleen M. Balley, *Practical English Language Teaching*, David Nunan (Ed), Speaking (International Edition, USA), p. 52.

and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

H. Strategies in Teaching Speaking

Strategy in teaching is important to support successfully in learning process, there are strategies that students are expect to carry out in the

classroom. And Brown suggests some types of classroom speaking performance as follows:³²

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where for example learners practice an intonation contour or try point a certain vowel sound.

2. Intensive

Intensive speaking has one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of students’ speech in the classroom is responsive: short replies to teacher or student initiated question or comments.

4. Transaction (dialogue)

Transaction language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extend monologue in the form of oral reports, summery or short speeches.³³

³²H. Douglas Brown., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc.,2001),p. 270-274

³³H. Douglas Brown, *Teaching by Principles; An interactive Approach to Language Pedagogy : Third Edition*,(New York: Longman,2007), p. 271.

I. Elements of Speaking

According to Harmer that the ability to speak fluently presupposes not only knowledge of language features, but also the ability process information and language on the spot.

1. Language features

a. Connected Speech

In connected speech, should are modified assimilation omitted, added or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

b. Expressive Devices

The use of this device contributes to the ability to convey meanings. Allow the extra expression of emotion and intensity. Student should be able to develop at least some of such supra segmental features and device in the some way if they are to be fully effective communicators.

c. Lexis and Grammar

Spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.

d. Negotiating Language

Effective speaking benefits from the negotiator language we use seek clarification and to show the structure of what we are saying.

2. Metal/Social Processing

a. Language Processing

Effective speakers need to able to process language in their one head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convoy the meanings that are intended. Language processing involves the retrieval of word and phrases from memory and their assembly into syntactically and propositionally approach sequence.

One of the main reasons for including speaking activities in language lesson is to help students to develop habits of rapid language processing in English.

b. Interacting with others

Most speaking involves interaction with one or more participant.

This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

c. (On the Spot) Information processing

Quite apart from our response to others feelings we also need to be able to process information they tell us the mean we get it. The teachers' talk will two folds: to be given them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.³⁴

J. Characteristic of a Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rule of use". Thus effective teaching of oral skills would naturally involve developing "communicative competence" or "pragmatic competence" in the learners.³⁵

Penny Ur states that there are four characteristics of speaking activities, as follows:

1. Learner to talk

As much as possible of the period or time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

2. Participation is even

³⁴Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p. 8-9

³⁵Foley J. A., *New Dimension in the Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55

A minority of talkative participants does not dominated classroom discussion, all get change to speak, and contribution is evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4. Language is of an acceptable

Learner expresses themselves in utterances that are relevant. Easily comprehensible to each other and of acceptable level of language accuracy.³⁶

Brown indicating that one can be called has speaking competence if he/she is able to:³⁷

- a. Imitate a word or phrase or possibly a sentence (imitative).
- b. Produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).
- c. Respond in a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
- d. Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
- e. Maintain social relationships with the transmission of facts and information (interpersonal).
- f. Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral

³⁶Ur Penny, *A Course in Learning Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21

³⁷H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (Longman: San Francisco State University, 2004), p. 141-142

interaction from listener is either highly limited or ruled out together (extensive).

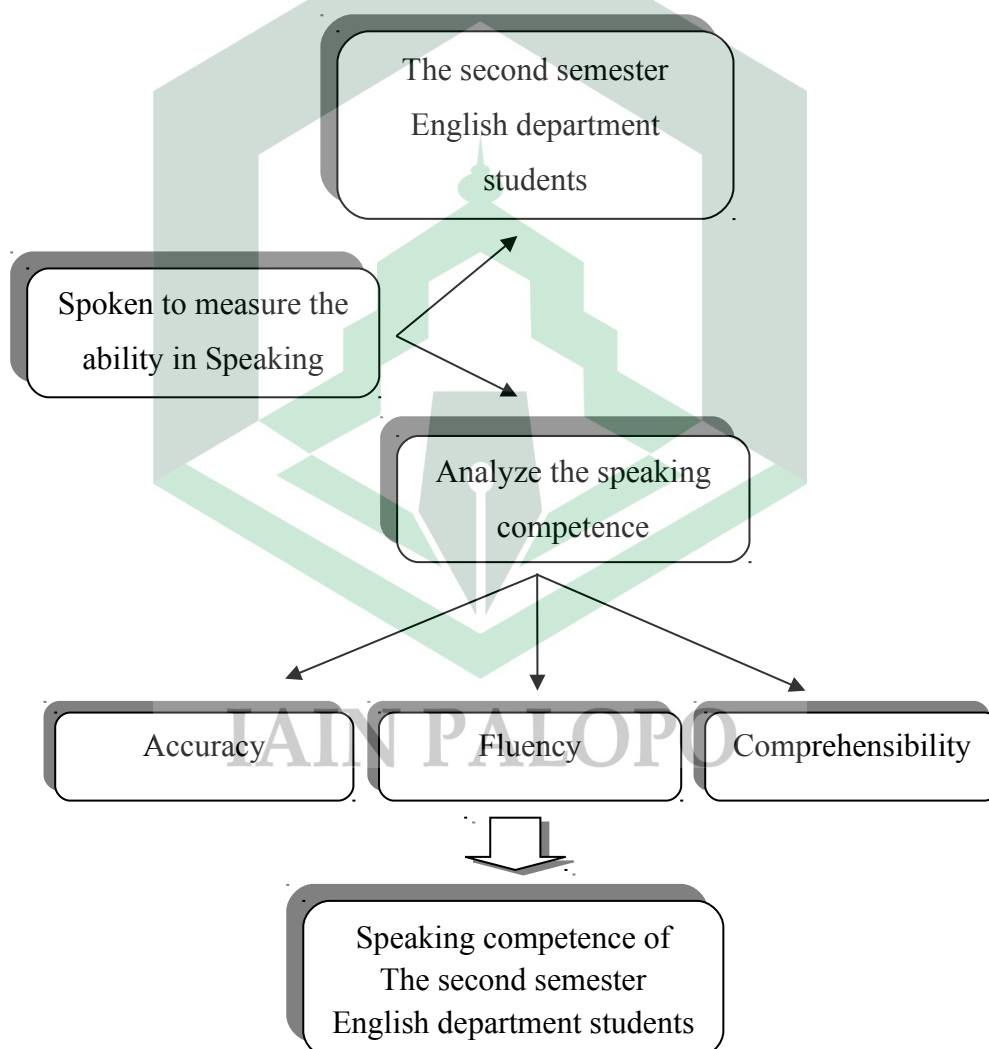


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K. Conceptual Framework

The conceptual framework shows the process of the research to know the speaking competence students especially in their accuracy, fluency, and comprehensibility by analyze it.

In this research, the researcher focused on the speaking competence of new English department students. Researcher collects the students written from a test that researcher gave and analyze it. The conceptual framework in this research is shown in the diagram.

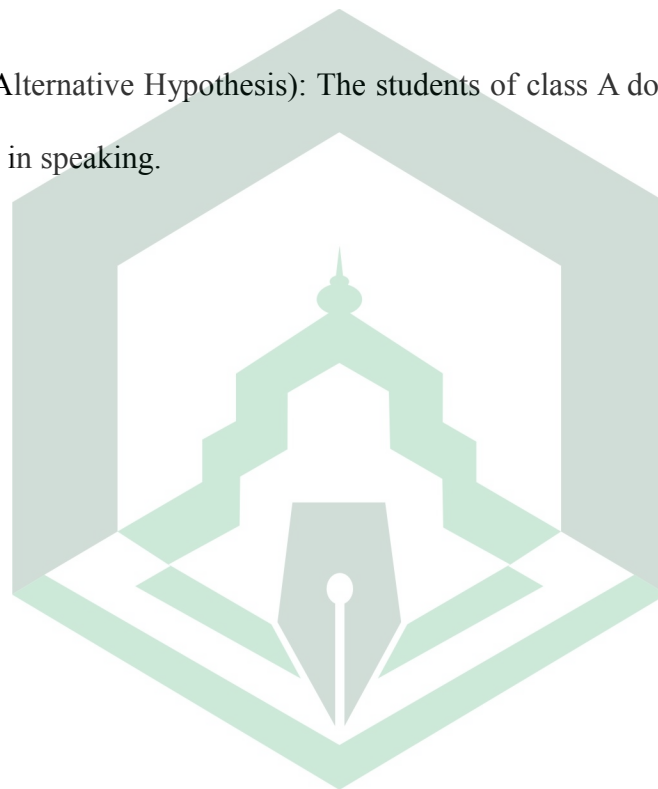


L. Hypothesis

The hypothesis of this research is find the competence of new English Department student class A of State Islamic Institute (IAIN) Palopo in Speaking.

To test the hypothesis, this research used statistic hypothesis namely:

1. H_0 (Null Hypothesis): The students of class A have the competence in speaking.
2. H_1 (Alternative Hypothesis): The students of class A do not have the competence in speaking.



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CHAPTER III RESEARCH METHOD

A. Method of Research

This research used descriptive method by using type of survey descriptive. It aimed at finding out students' speaking competence of the second semester English Department of State Islamic Institute (IAIN) Palopo at the class A academic year 2016/2017.

According to Nunan and Bailey, they state that the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire population at a single point in time by collecting data from a sample drawn from the population.²⁶

B. Time and Place of the Research

This research started from april 2017 conducted at the second semester English department of State Islamic Institute (IAIN) Palopo.

C. Population and Sample

1. Population

The population of this research was in the second semester English Department students of State Islamic Institute (IAIN) Palopo at the class A academic year 2016/2017.

2. Sample

The writer used total sampling technique. So the writer took 32 students in class A at the second semester of English Department State Islamic Institute (IAIN) Palopo as sample.

Instrument of the Research

The instrument of the research was speaking test. The test was used to find out the competence of the second semester English departement students of

²⁶Nunan and Baley, *Exploring Second Language Classroom Research*, (Sherrise Roehr, 2009),p.25

IAIN Palopo. The test given to the students consisted of several questions, such as about family, describing people, and unforgettable experience.

Procedure of Collecting Data

In collecting data the writer distributed the test to the students. And explained about the aim and how to do that in 5 minutes. After that the students had to do the test in 2 minutes each student then collected it.

Technique of Data Analysis

To analysis the data, the researcher applied steps as, gave score to the students, based on the tests' result. In this case, the researcher used 1-6 point scales to measure the students speaking test based on rating ability. Data collected were tabulated into mean score and standard deviation by using SPSS 23.

The researcher analyzed the competence of the students at the second semester English department of state Islamic Institue (IAIN) Palopo by using the following:

Scoring the stundents' speaking by using the rubrics :

The objective score was modified into three scales. That component that involved:

1. Accuracy
2. Fluency
3. Comprehensibility

In analyzing the data, the researcher was determining the scoring classification which includes of accuracy, fluency and comprehensibility.

Those assessment criteria explained by J.B. Heaton as follows:

There are three criteria that resided in speaking skill and these all will be evaluated, they are:

1. Accuracy

The ability to pronunciation in the target language, clearly, grammatically and logically.

2. Fluency

The ability to use the target language fluently and in accepting and giving information is quickly.

3. Comprehension

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follow.²⁷

a. Accuracy

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Table 1

Classification	Score	Criteria
	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor

²⁷J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p.100

		grammaticall and lexical error.
	5	Pronunciation is slighty influenced by the mother tongue. A view minor grammatical and lexical errors but most uterance are correct.
	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion

	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Table 2

Classification	Score	Criteria
	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.

	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
	4	Although he has to make and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.

	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
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c. Comprehensibility

Table 3

Classification	Score	Criteria
	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help

		him convey message or to seek clarification.
	3	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speakers' more complex or longer sentences.
	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

CHAPTER IV FINDINGS AND DISCUSSION

A. FINDINGS

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive method by using survei. Those descriptions explain the result of the research (speaking test). The data analyzed and performed in the following table:

a. The score of students' speaking test

The researchers present the data as follow:

Table 4

The score of student's speaking test

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Respondent s	Accuracy	Fluency	Comprehension	Score
1	4	3	3	10
2	5	4	4	13
3	3	2	3	8
4	2	1	2	5
5	3	3	2	8
6	2	2	3	7
7	4	2	3	9
8	2	1	2	4
9	2	1	2	5
10	2	2	2	6
11	2	3	3	8
12	3	4	3	10
13	2	1	2	4
14	2	2	3	7
15	2	3	2	7
16	2	2	2	6
17	2	2	3	7
18	2	1	2	5
19	2	2	2	6
20	3	2	2	7
21	3	4	4	11
22	4	4	3	11
23	3	4	3	10
24	4	5	4	13
25	2	3	3	8
26	2	2	3	6
27	3	2	3	8
28	2	2	3	6
29	2	2	3	7
30	2	2	2	6
31	4	3	3	10
32	3	3	3	9
TOTAL	N=32			$\Sigma X=247$

Table 4 shows the scoring of students' speaking skill in test. Speaking skill has three aspects consisting of accuracy, fluency, and comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking ability one by one, as can be seen as the following tables:

1). Accuracy

For looking the mean score of students' accuracy in test, the researcher calculated it by using SPSS 23. The result can be presents in the descriptive statistic table as follows:

Table 5
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	32	1.00	5.00	2.66	.865
Valid N (listwise)	32				

As can be seen from the table 5 the highest score of students is 5 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in test is 2,66 and the standard deviation error is 0,865. Through test the researcher got students' scores in accuracy. Accuracy score presents through the table of rate percentage score. Can be seen from the table shown as follows:

Table 6

The Rate Percentage Scores of the Students' Accuracy

Classification	Score	Frequency	Percentage

Excellent	6	0	%
Very good	5	1	3,1%
Good	4	5	15,6%
Average	3	8	25%
Poor	2	18	56,3%
Very Poor	1	0	%
Total	32		100%

Table 6 indicates that the criteria and percentage of the students' in accuracy that there was none of them obtained "excellent". There was 1 student (3,1%) got "very good" score, 5 students (12,5%) got "good" score, 8 students (25%) got "average" score, and 18 students (56,3%) got "poor" score.

2). Fluency

For looking the mean score of students' fluency in test, the researcher calculated it by using SPSS 23. The result can be presents in to the descriptive statistic table as follows:

Table 7

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	32	1.00	5.00	2.47	1.047
Valid N (listwise)	32				

It can be seen from the table 7, that the highest score of students is 5 and the lowest score is 1. It also indicates that the mean score of students' fluency in test is 2,47 and the standard deviation error is 1,047. Fluency

score presents through the table rate percentage score that can be seen from the table shown as follow:

Table 8
The Rate Percentages Score of the Students' Fluency

Classification	Score	Frequency	Percentage
Excellent	6	0	0%
Very good	5	1	3,1%
Good	4	5	15,6%
Average	3	7	21,9%
Poor	2	14	43,8%
Very Poor	1	5	15,6%
Total		32	100%

Table 8 indicates that the criteria and percentage of the students' in fluency that there was none of them obtained "excellent". There was 1 student (3,1%) got "very good" score, 5 students (15,6%) got "good and very poor" score, and 7 students (21,9%) got "average" score, 14 students (43,8%) got "poor" score.

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3). Comprehensibility

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 23. The result can be presents in to the descriptive statistic table as follows:

Table 9

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	32	2.00	4.00	2.72	.634
Valid N (listwise)	32				

It can be seen from the table 9, the highest score of students is 4 and the lowest score is 2. It also indicates that the mean score of students' comprehensibility is 2,72 and the standard deviation error is 0,634. Comprehensibility score presents through the table rate percentage score. It can be seen from the table shown as follow:

Table 10**The Rate Percentages Score of the Students' Comprehensibility**

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	0	0%
Good	4	3	9, 4%
Average	3	17	56,2%
Poor	2	12	37,5%
Very Poor	1	0	
Total		32	100%

Table 10 indicates that the criteria and percentage of the students' in comprehensibility that there was none of them obtained "excellent, very good, and very poor". There were 3 student (9, 4%) got "good" score, 18 students (56, 2%) got "average" score, and 7 students (37,5%) got "poor" score.

- b. The mean score of all components of speaking

Table 11
The mean score of all components

Mean score	Components		
	Accuracy	Fluency	Comprehensibility
	2,66	2,47	2,72

The table 11 indicates that the highest score of those components were comprehensibility 2,72 then followed by accuracy 2,66 and the last fluency 2,47.

B. Discussion

In this section, the researcher presents the result of the data analysis in findings. It discusses about The students' competence in speaking at the second semester English Department of State Islamic Institute (IAIN) Palopo. Based on the speaking assessment aspects included accuracy, fluency, and comprehensibility.

This research was conducted at the second semester English department students of IAIN Palopo at the second semester as many as 32 students from class A. The test which used in this case is speaking test. Speaking test is test used to measure the ability of students in speaking. And the result of testing that has been described above can be shown that the students' speaking competence of second semester English department of State Islamic Institute (IAIN) Palopo is poor.

In the *accuracy* criteria, none student got excellent score, only 1 student got very good score, 5 students got good score, 8 students got average score , and 18 students got poor score. The researcher concluded that students of second semester English department of State Islamic Institute (IAIN) Palopo in speaking test dominantly poor, the mean score that had been found by the researcher is 2,66, it means that, the students not yet can make good accuracy because the score of good criteria were 4,00. Many students got poor score in accuracy because the students low in grammatical, many grammatical and lexical error, their vocabulary is limit, and pronunciation is influenced by mother tongue. When spoke, the students usually do not care about the grammatical, for example “*My mother name is*”, if do not care about the grammatical, it can be true, but in accuracy, the grammatical is must be paid attention.

J.B. Heaton states that accuracy is one of three criteria that resided in speaking skill, he says that accuracy is the ability to pronunciation in the target language, clearly, grammatically and logically.²⁷

In *fluency* criteria 1 student got very good score, 5 students got good score, 7 students got average score, 14 students got poor score and 5 students got very poor score. The result achieved by students in the fluency component dominant got *poor* score, and the mean score that had

²⁷J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p.100

been found by the researcher is 2,47, it means that, the students have many problems in speaking, especially in components fluency. This is because students are still lacking in conveying ideas in speaking. The students had to make an effort for much of time to convey their ideas, many long pauses while search for the word that the students had to use in their sentence, very halting, and at times give up making the effort. For example when the researcher gave a test to describe their father, many pause like in “*my father e (long pause) is e.... (long pause) tall*”. In this time sample got twice long pause in short statement, it means samples searched for the desired meaning in while long pauses and frequently fragmentary and halting delivery.

According to scoot thorn bury, fluency is the capacity to string long runs together, with appropriately placed pausing.²⁸ Furthermore, he states that fluency is simply the ability to speak fast. J.B. Heaton states that fluency is the ability to produce what one wish to say smoothly and without undo hesitation and searching.²⁹

Based on the finding, in the *comprehesibility* criteria 3 students got good score, 17 students got avarage score, and 12 students got very poor score, and the mean score that had been found by the researcher is 2,72. The researcher concluded that the majority of students second semester English department of State Islamic Institute (IAIN) Palopo have problems in

²⁸Scoot Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p. 5

²⁹Djalius Syah, *International English Conversation*, p. 372

writing, especially in *comprehensibility*, most of them got *poor* score in speaking test. From the data above, listener only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker. For example in statement “*my brother my name is (name) e... (Long pause) he ..*”, what sample means.

Martin Manser states that comprehension is exercise to improve one understands.³⁰ And J.B. Heaton said comprehension is the ability to understand the general meaning and the speaker intention.³¹

In general, the competence of students in speaking consist of three components, namely, in component of accuracy, the students had to produce correct sentence using grammar and vocabulary, but in fact the students have many grammar and lexical error. In component of fluency, many long pauses while the students search for the word and very halting. And in component of *comprehensibility*, it explains about how easy for the listener to understand the speakers’ intention and general meaning. From the data, listener could understand a lot what is said, but must seek for clarification when the speaker was spoken in longer sentences.

It indicates students’ speaking competence of second semester English department of State Islamic Institute (IAIN) Palopo at class A is poor. With knowing the ability of the students, so the lecturer will be easy to give the speaking material in the next semester.

30H. M. Manser, *Oxford Learners Pocket Dictionary*, (New Edition; 1995), p.81

31J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p.100

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter includes of conclusion and suggestion in compliance with the finding and some suggestion related to the finding and application of the research.

A. Conclusion

Some conclusions can be taken after analyzing the data from the previous chapter as follow:

Based on the findings, data analysis in the previous chapter the researcher concluded that the students of second semester English Department Class A of State Islamic Institute (IAIN) Palopo get poor score in speaking competence. The result was proved by the mean score of each components of speaking that the researcher used to assessing the students' competence. The mean score of accuracy component is 2,66, fluency is 2,47, and the comprehensibility component is 2,72. It means that the students is still lack in speaking, it because many problems that the students faced to convey their ideas when the students want speak, like the students had to make an effort for much of time to convey their ideas, many long pauses while search for the word that the students had to use in their sentence, very halting, and at times give up making the effort. And also because the students low in grammatical, many grammatical and lexical error, their vocabulary is limit, and their pronunciation is influenced by mother tongue.

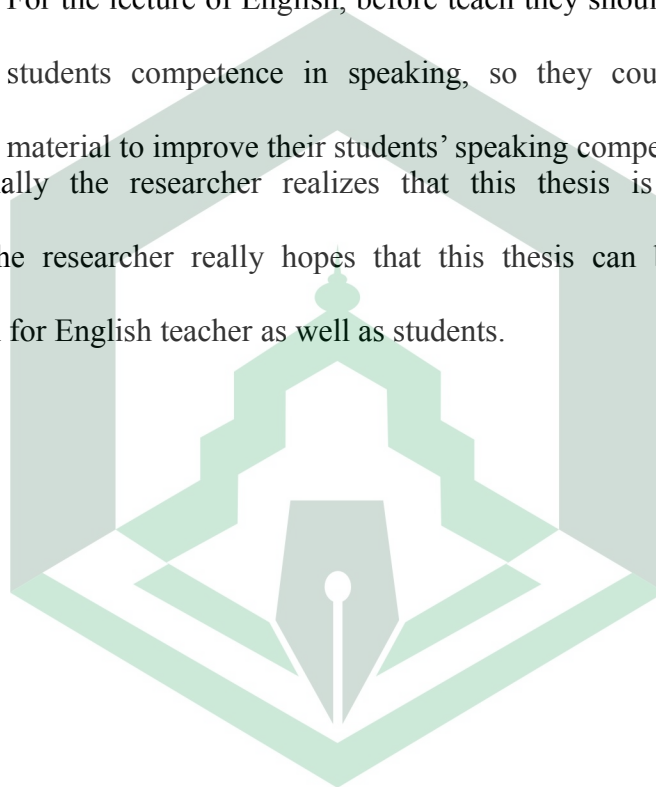
B. Suggestions

Based on the conclusion above, the researcher had some suggestion for those who have read this thesis that:

1. For the students they should be paid attention about accuracy, fluency, and comprehensibility when they want to speak.
2. For the lecture of English, before teach they should try to know their students competence in speaking, so they could give the exact material to improve their students' speaking competence.

Finally the researcher realizes that this thesis is still not perfect.

However, the researcher really hopes that this thesis can be meaningful for contribution for English teacher as well as students.



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