

**AN ANALYSIS OF ELEVENTH GRADE STUDENTS' SPEAKING
ABILITY IN OFFERING HELP AT SMA N 2 SOLOK**

THESIS



By:

GEA AGATHA DANAFARA

1910013121021

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS BUNGHATTA

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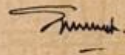
2023

HALAMAN PERSETUJUAN SKRIPSI

Nama : Gea Agatha Danafara
Npm : 1910013121021
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of Eleventh Grade Students' Speaking Ability in Offering Help at SMA N 2 Solok

Padang, 15 Agustus 2023

Pembimbing,



Dra. Ernati, M.Pd.

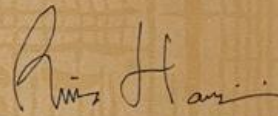
Diketahui Oleh:

Dekan Fakultas Keguruan
dan Ilmu Pendidikan



Dr. Yetty Morelent, M. Hum.

Ketua Program Studi
Pendidikan Bahasa Inggris



Fitrina Harmaini, S.S., M.A.

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Gea Agatha Danafara
Npm : 1910013121021
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of Eleventh Grade Students' Speaking Ability in Offering Help at SMA N 2 Solok

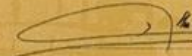
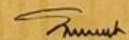
Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Selasa, 15 Agustus 2023.

Tim Penguji

Nama

Tanda Tangan

1. Dra. Ernati, M.Pd.
2. Dra. Lisa Tavriyanti, M.Pd.
3. Drs. Khairul, M. Sc.



ABSTRACT

Danafara, G.A (2023) *“An Analysis of Eleventh Grade Students’ Speaking Ability in Offering Help at SMA N 2 Solok”*

Advisor: Dra. Ernati, M.Pd

The purpose of the research was to describe the eleventh grade students’ speaking ability in offering help at SMAN 2 Solok. The researcher used descriptive research design for this research. The population of this research was the eleventh grade students at SMAN 2 Solok. The researcher used stratified proportional random sampling technique to select the sample, and the number of sample was 46 students. The instrument for collecting the data in this research was a speaking test. The researcher asked the students to do dialogue in pairs in front of classroom. To make the test reliable the researcher used inter-rater method. It was supported by the fact that the coefficient correlation was 0.90.

Based on the result of data analysis, the students had high ability in speaking in offering help. It was supported by the data analysis that 39 students (84.78%) had high ability and 7 students (15.22%) had low ability in offering help. In detail, 0 students (0%) had high ability and 46 students (100%) had low ability in expressing content, 41 students (89.13%) had high ability and 5 students (10.87%) had low ability in terms of pronunciation, 35 students (76.08%) had high ability and 11 students (23.92%) had low ability in using grammar, 46 students (100%) had high ability and 0 students (0%) had low ability in using vocabulary, and 46 students (100%) had high ability and 0 students (0%) had low ability in terms of fluency.

Based on the researcher finding, it can be concluded that the speaking ability of the eleventh grade students in offering help was high. Relating to this conclusion, she suggests English teachers to keep giving more practices in using offering help to improve their ability. To improve the students’ speaking ability in offering help, the researcher suggests the students to do more practices in dialogues by using offering help especially in expressing content because their ability in expressing content is low. Further the researcher, suggested to study about difficulties of students in expressing content.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

Language is a communication tool that is used to understand each other. One of them is English considered as an international language. It is learned in Indonesia, even as an important subject beginning from junior high school until university level. Therefore in order to be able to speak English well, there are four language skills that must be mastered, namely: listening, speaking, reading, and writing.

At the senior high school level, students are required to speak in English. A Curriculum has a role in all aspects of education system because all learning processes are based on it, which is established by the Ministry of Education and Culture. Curriculum 2013 has more emphasis in English communication skills which expect students to be more communicative and productive. It is expected students to be able to communicate well to deal with global development. One of the material in communicative skills that is required in the Curriculum 2013 is the ability to practice offering help.

Communicative competence is the student's ability to make communication (here English) with a language as a social reality. This

competence can be oral, written, or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real-life situations for fulfilling communicative needs (Riska, 2022). In addition, communicative competence is a person's ability to communicate in accordance with the topic, area, field up to greet the other person.

Speaking is considered the most important and productive skill. According to Hussain (2019), speaking is the skill most valued by students in real-life situations. We need the ability to speak and to communicate well with others and also to transfer messages between speakers and listeners. In other words, communication will be built using spoken and written forms.

Speaking has a very important role in learning English which should be learned by students. Through speaking skills, it is easier for students to communicate and express ideas to others. It means mastering English communication is one of the main goals of learning English. However, in reality, Indonesian students still find difficulties to practice English in daily life even though they have learned English for years in formal education since junior high school, senior high school, and university (Riadil, 2020).

Based on the researcher's observation during practice teaching program on 18 - July - 2022 until 18 - October - 2022 at SMAN 2 Solok, the students had difficulty in speaking especially in offering help. It is indicated from their practice dialogue in front of class. This is contrary to the principle of the curious soul of the current generation where this generation has a very curious soul about anything. It was proven that when the teacher asked them to come forward to

practice, they were lazy and appointed other friends. This phenomenon often occurs in students.

Based on the previous description, the researcher would like to do research about speaking ability entitled “An Analysis of Eleventh Grade Students’ Speaking Ability in Offering Help at SMA N 2 Solok”.

1.2 The Identification of the Problem

In English speaking context, there are some factors of speaking challenges faced by students. According to Kusumastuti & Utami (2022), there are two problems in speaking, which are classified as linguistic and non-linguistic. Linguistic problem are those problem which make students speaking ability become poor. Palijama (2020) states that there are some linguistics problems that affect someone in speaking, such as poor in components of speaking (content, pronunciation, grammar, vocabulary, and fluency). Then, non linguistic problem is the problems of non language faced by someone who is studying the language. Non-linguistic problem that was caused by lack of confidence, anxiety, and fear of making mistakes.

The first is content (idea), Khan (2005) states that the numbers of students who learn English as foreign language have difficulties to use the idea or expression to speak. In addition, Andriani *et al.*, (2019) also states that in actual communication, more emphasis should be placed on the content and method of application.

The second is about pronunciation, it could be proved, they were getting anxious, when the researcher asked them to pronounce word by word. Perhaps, they were afraid of getting mocked and laughed by friends around, if they made a

mistake in pronouncing each word or phrase. The students did not have confidence in pronouncing the words and they are afraid of mispronunciation.

The third is grammar, the students feel hesitant about speaking English since they want to make grammatically accurate sentences and they are afraid of making mistakes. The students were afraid of the sentences that they made were not appropriate. For example, they could not differentiate between verb ordinary and auxiliary.

Fourth was the lack of vocabulary, the students had no knowledge about vocabulary so it was hard for them to arrange a sentence. So, they are silent when they were asked to make a conversation or speaking practice and the students might be anxious about not being able to use already acquired vocabulary.

Fifth is fluency, fluency is the ability to speak without hesitatingly and fluent in expressing each word. This statement is supported by Sayuri (2016), that students had difficulty in learning English related to content, pronunciation, grammar, vocabulary, and fluency that have been taken from the results of speaking test.

The next problem is non-linguistic, lack of self confidence can be made up of several different aspects such as guilty feeling, shy turned inward, unrealistic expectations of perfection, fear of change or making a mistake, and depression (Meiralda *et al.*, 2022). It was true that the researcher found out the students anxious, afraid of making mistakes which can cause them being laughed.

According to Rochelle (2011), feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to

speak better. Students themselves have to recognize their own psychological problems, and they also have to deal with their own anxiety states.

The last is fear of making mistake, afraid of being laughed by friends problems are some problems that can affect students in speaking. Heriansyah (2012) states that sometimes students are afraid of being laughed by their friends, are the factors that caused problems for students to speak English fluently.

1.3 The Limitation of the Problem

Based on the background and identification of the problem above, the researcher finds that there are a lot of aspects that should be researched by the researcher. So, the researcher limited to linguistic there problems are content, pronunciation, grammar, vocabulary, and fluency.

1.4 The Formulation of the Problem

The formulation of problem is “How is the eleventh grade students’ speaking ability at SMAN 2 Solok in offering help?”

1.5 The Research Questions

Based on the formulation of the problem above, there are some research questions followed :

1. How is the eleventh-grade students’ ability at SMA N 2 Solok in expressing content of offering help?
2. How is the eleventh-grade students’ ability at SMA N 2 Solok in pronunciation of offering help?
3. How is the eleventh-grade students’ ability at SMA N 2 Solok in using grammar of offering help?

4. How is the eleventh-grade students' ability at SMA N 2 Solok in using vocabulary of offering help?
5. How is the eleventh-grade students' fluency at SMA N 2 Solok of offering help?

1.6 The Purposes of the Research

In general, the purpose of this research is to find out the eleventh-grade students' ability at SMAN 2 Solok in offering help. The specific purposes of this research are:

1. To find out the eleventh-grade students' ability at SMA N 2 Solok in expressing content of offering help.
2. To find out the eleventh-grade students' ability at SMA N 2 Solok in pronunciation of offering help.
3. To find out the eleventh-grade students' ability at SMA N 2 Solok in using grammar of offering help.
4. To find out the eleventh-grade students' ability at SMA N 2 Solok in using vocabulary of offering help.
5. To find out the eleventh-grade students' fluency at SMA N 2 Solok of offering help.

1.7 The Significance of the Research

The result of this research is expected to give scientific information and contribution to the teachers, the students, and other researchers.

1. For the English teachers, they can get information about their students' speaking ability in offering help, so they will make consideration after they

have known the students' ability in offering help in term expressing content, pronunciation, grammar, vocabulary, and fluency.

2. For the students, they know their ability in speaking, so they can create the activities to do more able to speak.
3. For other researchers, the result of this research can be a reference for their research.

1.8 The Definition of the Key Terms

The researcher defines the definition of the terms to avoid misunderstanding in this research:

1. Speaking is an active productive skill and makes use of oral production; it is the activity of using expressions of offering help.
2. Expression of offering help is the expression to offer help such as product/service to others.
3. Content is the ideas of expressions of offering help used.
4. Vocabulary is the set of words used in offering help.
5. Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables.
6. Grammar is the study or use of the rules of constructry sentences in speaking.
7. Fluency is the quality or state of being fluent.