

**A Study on Speaking Comprehension of Eight grade
Student at SMP Sultan Agung 1 Tirtomoyo Wonogiri in
2016/2017 Academic Year**

THESIS



Submitted as A Partial Requirements for Graduate *Sarjana*

in English Education Program

Written by:

Yeni Arum Utami (26.09.6.2.182)

**ENGLISH EDUCATION DEPARTEMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2017**

ADVISORS SHEET

Subject: Yeni Arum Utami

SRN : 26.09.6.2.182

To:
The Dean of Islamic Education
And Teacher Training Faculty
IAIN Surakarta in Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary a device, herewith, as the advisors, we state that the thesis of:

Name : Yeni Arum Utami

SRN : 26.09.6.2.182

Title : A Study on Speaking Comprehension of Eight Grade Student at SMP Sulktan Agung 1 Tirtomoyo Wonogiri in 2016/2017 Academic Year

Has already fulfilled the requirements to be presented to be presented before the board of examiners (munaqosyah) to gain *Sarjana* Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, February 23st 2017

Advisor,



Dr. Imroatus Solikhah, M.Pd

NIP. 19770316200912202

RATIFICATION

This is to certify that the *Sarjana* thesis of “A Study On Speaking Comprehension Of Eight grade Student at SMP Sultan Agung 1 Tirtomoyo Wonogiri in 2016/2017 Academic Year” by Yeni Arum Utami has been approved by the Board of Examiners as the requirement for the Degree of *Sarjana* in English Education Departement

		Signature
Chairman	: <u>Kurniawan S.S M.Hum</u> NIP. 198006162011011005	(.....)
Secretary	: <u>Novianni Anggraini, M. Pd</u> NIP. 198301302011012008	(.....)
Examiner	: <u>Woro Retnaningsih M.Pd</u> NIP. 198301302011012004	(.....)

Surakarta, February 23rd 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty



Dr. H. Givoto, M.Hum
NIP. 196702242000031001

ADMISSION SHEET

Name : Yeni Arum Utami
SIN : 26.09.6.2.182
Program : English Education Department
Title : **“A Study on Speaking Comprehension of Eight grade Student at SMP**

Sultan Agung 1 Tirtomoyo Wonogiri in 2016/2017 Academic Year”

Herewith, I state all statements that I have written in this research study requirement of this college, except, some parts which are taken from references and suggestions as guidance for the technical writing of the research study. If any claim related to the analysis that I made persist in the future, I would be fully responsible for clarification.

Surakarta, February 2017

The researcher,

Yeni Arum Utami



MOTTO

**“SUCCESS IS ALWAYS ACCOMPANIED BY
FAILURE”**

**“SUCCESS IS NOT A FINAL AND FAILURE IS
NOT AN INITIAL”**

“THINK BIG AND ACT NOW”

DEDICATIONS

I proudly dedicated this thesis to :

- ✚ My Allah SWT.
- ✚ My mother (Sri Sudarmi) and my beloved father (Drs. JokoUtomo), thank you for love,suggestion, support, and prayer. I am proud tobe your daughter. I am nothing without youboth.
- ✚ My younger sister (Sekar Arum Utami) thanks for your prayer and support.
- ✚ My older sister (Arum PangarsiUtami) thanks for support.
- ✚ My Best Friends all of my friend PBI 09 that I can not mention one by ones thanks for your helping, prayer, and support. Thanks for supporting me.
- ✚ My lecturers who have taught me.
- ✚ The English Teacher (Ms. EvilaDwiPrasetyaS.Pd) and the students of VII B SMP Sultan Agung 1 Tirtomoyo who helped me in doing research.
- ✚ My Almamater IAIN Surakarta.
- ✚ For everyone who loves me and whom I love.

ACKNOWLEDGMENT

Praise is to Allah SWT who gives us the mercy and the affection. *Sholawat* and *salam* for the prophet Muhammad SAW, the great inspiration of revolution. The writer could complete this thesis under the title “**A Study On Speaking Comprehension Of Eight grade Student at SMP Sultan Agung 1 Tirtomoyo Wonogiri in 2016/2017 Academic Year**”. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. The researcher wishes to express her special gratitude to:

1. Dr. Mudofir, S.Ag, M.Pd as the Rector of the State Islamic Institute of Surakarta.
2. Dr. Giyoto M.hum, as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd, as the Head of the Language and Letter Department
4. Dr. Imroatus Solikhah, M.Pd as the advisor. Thanks for correcting and giving advice.
5. All the lecturers and officials employees of Islamic Education and Teacher Training Faculty. Thanks for giving the service and time during the researcher study.
6. Drs. Jokoutomo as the head master of SMP Sultan Agung 1 Tirtomoyo Thanks for giving permission to the researcher to do the research.
7. Evila Dwi Prasetya S.Pd, as the English teacher of SMP Sultan Agung 1 Tirtomoyo, thanks for your patience to help the researcher in doing the research.
8. All the teachers and official employees of SMP Sultan Agung 1 Tirtomoyo Thanks for helping and supporting.
9. All of the VIII B students of SMP Sultan Agung 1 Tirtomoyo. Thanks for your attention and help the researcher in doing the research.
10. Her beloved parents, who have given everything he needs. His Mom and his Father who always prays for her every night, and say, “be completed your thesis” every time the researcher do something.

11. Her dear my sister, Arum PangarsiUtami and Sekar Arum Utami who always supports him to finish the study. Thanks for all your help.
12. Her friends: E Class 09, thanks for your help and our togetherness.
13. All my friends in English Education Department 09 that I cannot mention all, thanks for everything.

The researcher realizes that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism to correct and improve it. Finally, the researcher hopes that this thesis is useful for the other researchers especially and the readers generally.

The writer

ABSTRACT

YeniArum Utami. 26.09.6.2.182. "A Study On Speaking Comprehension Of Eight grade Student at SMP Sultan Agung 1 Tirtomoyo Wonogiri in 2016/2017 Academic Year. A Thesis. Surakarta. Islamic Education and Language Faculty of State Islamic Institute of Surakarta. February 2017.

Advisor : Dr. Imroatus Solikhah, M.Pd

Key word : speaking comprehension, descriptive

The purpose of this thesis is to know how are the speaking comprehension at the eight year of SMP Sultan Agung 1 Tirtomoyo Wonogiri In 2016/2017. This research is a qualitative research which employs descriptive method. This research is conducted at SMP Sultan Agung 1 Tirtomoyo Wonogiri. Technique of analysis data using descriptive qualitative method.

The result of the research are: 1) Teaching speaking have some activity like acting, dialogue, game, discussion, prepared talk, and role play. Some of speaking activity can be used by teacher in speaking class, but teacher must adapt with the learner. The teacher at SMP Sultan Agung 1 Tirtomoyo Wonogiri used some method in speaking class. The researcher observe some method as the follow: direct method, communicative approach, community language learning, and suggestopedia; 2) the technique of speaking assessment is a tool which has the potential to help pupils make progress in their learning. There are some purpose of assessment. First, Assessment is to describe the proficiency of student learning, in order to know the successful of teaching learning. Second, it is to know the teaching learning goals which are achieved. Third, it is to repair the teaching learning if the assessment is failed. And the forth, is to give a further information to the stake holder of the school. SMP Sultan Agung 1 Titomoyo Wonogiri teacher uses some assessment to assess the students like formal and informal assessment. Some kind of assessment is focus on comprehension, grammar, pronunciation, fluency and vocabulary.

TABLE OF CONTENT

	Page
TITLE	i
ADVISORS SHEET	ii
RATIFICATION.....	iii
ADMISSION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF TABLE	xiii
LIST OF APPENDIXS	xiv
CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Limitation of the Problems	5
C. Formulation of the Problems.....	6
D. Objective of the Research.....	6
E. Benefits of the Research	7
F. Previous Study.....	8
G. Definition of Key Terms	9
CHAPTER II : REVIEW OF RELATED LITERATURE	11
A. Speaking Comprehension	11
1. Definition of Speaking	11

2. Definition of Speaking Comprehension	11
3. Aspects of Speaking Comprehension.....	13
4. Basic Types of Speaking	16
5. Characteristics of Spoken Language	18
6. Micro Skill of Speaking.....	19
7. Macro Skill if Speaking.....	20
8. The Kinds of Speaking Comprehension.....	22
B. Teaching Speaking	23
1. Strategies Speaking	26
2. Speaking Activities	28
C. Assessment of Speaking Comprehension.....	29
CHAPTER III : RESEARCH METHOD.....	35
A. Research Design.....	35
B. Setting of The Study.....	35
C. Subject of The Research.....	36
D. The Data Resource	37
E. Technique of Collecting The Data.....	37
F. The Trustworthiness.....	38
G. Technique of Analyzing the Data	39
CHAPTER IV : FINDINGS AND DISCUSSION	41
A. Finding.....	41
1. Method in Teaching Speaking	41
2. The Assessment of Speaking Comprehension.....	49
3. Result of the Speaking Comprehension.....	55
B. Discussion.....	57

CHAPTER V : CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion	65

BIBLIOGRAPHY
APPENDICES

LIST OF TABLE

Table 1. The analytical scoring rubric of Speaking Assessment (page 33)

Table 2. Frequency Distribution of Speaking Comprehension (page 55)

LIST OF APPENDICES

Appendix 1. Score of Speaking Comprehension

Appendix 2. Distribution Frequency of Speaking Comprehension

Appendix 3. Field Note

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the most important parts in communication. Nobody can communicate with the other person without language. Moreover, we can not ignore that English as an international language has gained its popularity all over the world including Indonesia. The important purpose to learn a foreign language is speaking fluently. Someone is said master in learning a foreign language if he or she speaks the language fluently. Meanwhile, the basic element of speaking itself is pronunciation (Fauziati, 2005: 16).

Because of its importance, English has become a subject matter in Indonesian curriculum, which is taught from secondary school to university. Nowadays, we can find English as one of subject matters in many elementary school. It is proposed to make the students familiar with English and open their awareness that English will be very important in the future. In learning language, there are four main skills, which are needed by a learner. English lesson in the class covering the four language skills, namely; listening, writing, reading, and speaking (Chodidjah, 2007: 2).

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001:271). This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and had become parts of our daily activities.

The teacher must give the speaking comprehension, a part of the four language skills in English Lesson. In fact, speaking is the most difficult skills to be learned by students, among the four skills (listening, speaking, reading and writing). In speaking activities, there are two reasons why speaking comprehension is difficult for the students. First, the cause is the students are lack of motivations in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking comprehension. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking comprehension.

Teaching learning process in the teaching of English speaking is very important to developing the students achievement. If there is a teacher teaching, there will be students learning. It means that the operating of education in relation to the goal in school is assigned by the teaching learning process between the teacher and the learner. According to the Permendikbud No. 104 year 2014 about learning in basic school, the purpose of English learning number one is developing the communicative competence either written or oral to achieve informational literacy. The government believes that the communicative competence either written or oral is necessary in order to achieve an informational literacy. To gain the oral communicative competence, it is obviously speaking comprehension.

Brown (1994: 271) stated that speaking in an interactive process of constructing meaning that involves producing and receiving and processing information. It is clear that speaking ability is high required in order to gain informational literacy as stated in Permendiknas article number one. The second purpose is to increase the competitiveness of the students among the global society. As the English is lingua franca, it is used by the global society to communicative even to make any relations. Perhaps they also aim at

developing the understanding of the students about the relationship between language and culture.

In fact there are six types of oral production that students are expected to carry out in the classroom according Brown (1994: 276) such as: imitative, intensive, responsive, transactional, and extensive. Indeed, students should fulfill some indicators which have been designed in syllabus. However, there are still many students of eight year of SMP Sultan Agung 1 Tirtomoyo Wonogiri whom have very low motivation to perform their speaking ability. It is also caused by the limited time of the learning process.

Speaking is considered as the difficulty skill to be covered by the students. Brown and Yule (1983: 25) stated that learning to talk in the foreign language is the most difficult aspect of language learning to talk for teacher to help students learning. Teacher does not only ask the students to speak but he / she should grow the student interest to speak. It is sometimes difficult because the student often shame to speak even when they are just standing in front of the class. In other case, teacher should find out the appropriate technique to teach speaking skill. Speaking comprehension involves the students' ability in showing their ideas in correct pronunciations, fluently and accurately.

In Islamic perspective, a good interaction is found in Surah An-Nahl: 125 as follow meaning: "Call men to the path of your Lord with wisdom and mild exhortation. Reason with them in the most courteous manner, your Lord best knows those who stay from His path and best knows those who are rightly guided (Zuhaili, dkk, 2007: 287).

Nata said that based on that statement we must speak in a fair way. Someone who wants to make dialog it is must be done in a fair way. He also explains that there are some similarities between religious proselytizing and education. Religious proselytizing is done by knowledge, good way and mujadalah and on education beside use those way also use more variety. It is like lecture, discussion, problem solving and etc (Nata, 2002: 187).

Speaking is productive skill consist of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning, speaking also requires some skills like pronunciation, word order, intonation, stress and structure. In order to understand speaker's meaning. Speaking requires both knowledge and skill.⁸ It means that not only knowing how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in here and now situation. This means to make decision rapidly, implementing them smoothly and adjusting speech as unexpected problems might appear.

In teaching speaking, the teacher must help students in learning process. She or he must be able to choice an appropriate speaking comprehension, because they need an opportunity to practice. They should have solution, how to get the students' activity to practice on topic the material. In order to make an interesting class in teaching speaking the teacher can implemented several techniques such as through discussion, telling story, make a role play, playing game and make some discussion. By using these techniques the students more interesting in learning and can understand the lesson easily.

Assessment is concerned with pupil's learning or performance, and thus provides one type of information that might be use in evaluation. Testing is a particular form of assessment that is concerned with measuring learning through performance. The process of assessment and evaluation can be viewed as progressive: first, assessment, then, evaluation (Echevarria, *et.al*, 2000: 154).

Assessment, on the other hand, is an on going process that encompasses a much wider domain. Whenever a student responds to question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. And, tests, are a subset of assessment, they are certainly not the only form of assessment that the teacher can make.

This study is related to the teaching process among the teacher and the students on how actually the method that is used by the teachers in teaching speaking and how do the teachers assess their students. The reason is the method of teaching speaking is very important in teaching speaking and it can affect the student acquisition. I wish to know and observe what kind of method is usually used. Therefore, method has a great contribution in teaching learning process.

SMP Sultan Agung 1 Tirtomoyo Wonogiri is an interesting setting to be investigated. It is one of the school that be used variation method to teach speaking, so the communication strategy is very interesting to be investigated. The writer choose the eight grade, because in this level student have be populated with their competence.

B. Problem Formulation

Based on the explanation above, the research question will be about:

1. How are the speaking comprehension at the eight year of SMP Sultan Agung 1 Tirtomoyo Wonogiri in the academic year of 2016/2017?

C. The Limitation of the Study

In doing this action research, the researcher makes a limitation through some variables. It is done to avoid a wider or large discussion among the research. The limitation is the speaking comprehension, the students express their idea in the language accurately. The subject of the research is the eight grade SMP Sultan Agung 1 Tirtomoyo Wonogiri in 2016/2017 academic year. They have variety of speaking comprehension.

D. Objectives of Study

In line with research question, this study has purposes as follows: to know how are the speaking comprehension at the eighth year of SMP Sultan Agung 1 Tirtomoyo Wonogiri in the academic year of 2016/2017.

E. Benefit of Study

The result of the study hopeful can give some benefit for both theoretical benefits.

Both of the benefits are:

1. Theoretical benefit

The researcher hopes that through this research, it would become a learning model to teach skill in learning English especially teaching speaking comprehension also developing a technique toward other skills of language. Further, there will be developed many other technique in teaching the language skills.

2. Practical benefit

Firstly, for the English teacher this study can provide contribution for the teacher to apply another technique and method dealing with the teaching learning process especially in teaching speaking. By considering the result of the study the teacher will not use monotonous method and change his orientation in teaching speaking.

Secondly, for the students, the result of the study help them to have better speaking comprehension.

Thirdly, for other researcher, this research will give understanding and guidance toward the implementation of assessment in teaching speaking. Finally, this study hopefully can give the writer an experience about conducting a research.

F. Previous Study

Agustina (2012) with the research entitle improving students' Speaking Skill through Debate of Grade Element of SMA N 3 Wonogiri in 2011/2012 Academic Year (A Classroom Action Research). It is also from our campus, English Education Study Program, English Education and Letter Departement, Islamic Education and Language Faculty, State Islamic Institute of Surakarta. The problems of Reni Agustina's research are (1) how can debate improve the students speaking skill (2) how are the students' responses toward the implementation of the technique, and (3) what are the obstacles in implementating this technique. The study of habit has correlation written in four skills in english such as listening, speaking, reading, and writing was researched by many researcheds before. As we know that habit or reading articles, megazines, literary books, novels, journals, newspaper, and any other kinds of sources in English can influence reading skill. Wherease, daily routine for example listening songs in English influences the listening skill unconsciously. In another case ,the intencity of writing in English is able to influence writing skill. Besides that, the intencity of speaking English influences that speaking skill automatically.

In another example a study about the role of wathing English movie in language learning was also conducted by Marsudi entitle "The Use of English Movie to improve student' speaking Skill (A Classroom Action Research conducted in SMP N 1 Wonogiri at the first grade in thye academic year 2011/2012. The study explains that the English movies' can be used as a media on improving the students' speaking ability. In this study, the reseacher wants to know the relationship between watching English movie and speaking skill. In this study, the reseacher uses the diction refers to English movie that produced. There is a positive significan correlation between students' habit of watching

movie and speaking skill based on the previous study of habit influencing skills in English and the related theory.

G. Definition of Keyterms

1. Speaking comprehension. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.
2. Speaking assessment is gathering and synthesizing of information concerning students' learning, while, evaluation is defined as, making judgments about students' learning in speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the related literature to support the theory used in this thesis, they are speaking skill, the nature of English curriculum for junior high school, teaching speaking skill, Situational Language Teaching and classroom action research.

A. Speaking Comprehension

1. Definition of Speaking

Speaking is productive skill that can be directly and empirically observed, those observed are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromise the reliability and validity of an oral production test (Brown, 2003:140).

Speaking is believed as the most difficult skill to be learned (Brown and Yule 1983:25). State that speaking is process consisting of short, often fragmentary utterance in a range of pronunciation .correct pronunciation delivers the correct message for listener, the pronunciation should be supported by the proper stress and intonation (Nunan, 1998:26).

2. Definition of Speaking Comprehension

Speaking comprehension is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed (Brown, 2004: 140).

Fauziati (2004: 126) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. The definition of skill as ability to do something well.

The speaking comprehension means the ability to use the language and process the information from it precisely. Therefore, speaking can be inferred as the

ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication as well. Speaking is key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency (Dell, 2003: 4).

Moreover, Harmer (2001: 319) explains that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. As a means of communication, language is delivered through a speaking activity. Nunan (1998:26) states that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciations. Correct pronunciations are delivered by the proper stress and intonation.

Lewis and Hill (1993:54) stated that speaking is a process that covers many things in addition to the pronunciations of individual sounds also the verb or noun etc. correct intonation will help the listener in understanding the meaning of the utterance whether it is a question or statement and so on. Those technical aspects are necessary as speaking means the speaker is being paid attention by the listener. Every word which is utterance meaningful for the listener so that proper stressing, good pronunciations, and correct intonation help the speaker to deliver their speech among the listener.

So, from the definition above, we can take a core of speaking. Speaking is a creative process which deserves attention in what the speaker is saying in a range of pronunciations including stress and intonation.

3. Aspects of Speaking Comprehension

The ability to speak a foreign language is the most pressed skill. Because someone who can speak a language will also be able to understand it. According to Harris (1996: 81-82), there are some component should be recognized by language learners in learning speaking, namely:

- a. Pronunciation, is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced.
- b. Grammar, is the rule in language for constructing and combining sentences. It is important to be learned by language learner to produce sentence correctly.
- c. Vocabulary, is the basic knowledge to be owned by language learners. There will be a big problem for a language learner if he or she does not have sufficient vocabulary. He or she will not be able to communicate effectively in term of producing and constructing English sentence.
- d. Fluency, is also used to measure that someone is capable or incapable in using the language. Fluency is the speed of the flow of the speed. It is the quality of being fluent in using the language suited with flow of thinking and correct grammar. Fillmore (in Richard, 1986: 75) describes fluency in terms of the ability to talk in coherent, reasoned, and semantically dense sentence, showing of a mastery of the semantic and syntactic resource of the language, the ability to have appropriate to day in wide range of context and the ability to creative and imaginative in language use.
- e. Comprehension, refers to the understanding of language including comprehending what the speaker says. For oral communication, it requires someone to respond the speech if someone cannot understand and comprehend someone speech, he or she can not respond what other speaker says automatically.

The writer can conclude that 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.

Jeremy Harmer (In Bambang, 2012: 76) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

- a. Language features, the elements necessary for spoken production, are the following:
 - 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking), and weekend (through constrains and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
 - 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meaning.
 - 3) Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing oar disagreeing, expressing surprise, shock, or approval.
 - 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.
- b. Mental / Social process, the Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessities.

- 1) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

Information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

4. Basic Types of Speaking

Brown (2004:141) mentions basic type of speaking as follow:

a. Imitative

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

b. Intensive

Intensive is a second criteria type of speaking frequently employed in assessment contexts in 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).

c. Responsive

Responsive is assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation standard greeting and small talk, simple request and comment and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms: transactional language, which has the purpose of exchanging specific information. Or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and storytelling, which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

5. Characteristics of Spoken Language

Brown (2003:270-271) mentions characteristics of spoken language as follows:

a. Clustering

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

b. Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Contraction, elision, reduced vowels, etc. All special problems in teaching spoken English (see section below on teaching pronunciation).

d. Performance variable

One of the advantages of spoken language is the process of thinking as you speak allow you manifest a certain number of performance hesitation, pause, backtracking, and correlations.

e. Colloquial language

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

f. Rate of delivery

Another salient characteristic of fluency is rate of deliver.

g. Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation, as will be explained below.

h. Interaction

As noted inthe previous section, learning to produce waves of language in vacuum-without interlocors, word rob speaking of its richest component: the creativity of conversational negotional.

It include turn-talking, rate of speech, length of pause between the speakers, relative role of participant. It is dealing with the norm covered in the society of the speaker. Speaking shows the attitude of the speaker so the way he/she speak will give an impression to listener about the speaker' attitude.

Those areas could be used to measure one's ability in speaking. Indeed fluency is one of the factors in bringing good speaking. State that speaking fluency is the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation (Byrne, 1997:9).

6. Micro Skills of Speaking

Brown (2003:142) mentions micro skills of oral communication as follow:

- a. Produce chunks of language of different length
- b. Oral produce differences among the English phoneme and allophonic variants.
Produce English stress patterns, word in stressed and unstressed position
rhythmic structure, and intonation contours.
- c. Produce reduced form of word and phrase
- d. Use an adequate number of lexical units (word) in order to accomplish pragmatic purpose.
- e. Produce fluent speech as different rates of delivery
- f. Monitor your own oral production and use various strategy devices –pauses, filler, self correction, backtracking.
- g. Use grammatical word classes (nouns, verb, etc) system (e. g, tense, agreement, pluralization) word order, pattern, rules, and elliptical forms.
- h. Produce speech in natural constituents in appropriate phrase, pause group, breath group, and sentences.
- i. Express a particular meaning in different grammatical forms.
- j. Use cohesive devices in spoken discourse.

7. Macro Skill of Speaking

Brown (2003:143) mentions macro skill of speaking as follow:

- a. Accomplish appropriately communicative functions according to situation, participant, and goal.
- b. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face-to –face conversation.
- c. Convey link and connection between events and communicate such relation as main idea, supporting idea, and new information, give information, generalization, and exemplification.

- d. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of word, appealing for help and accurately assessing how well your interlocutor is understanding you.

Types of oral language (Nunan in Brown, 2001: 251)

Type of spoken	consist of
Monologue	1. Planned 2. Unplanned
Dialogue	Interpersonal Unfamiliar Familiar Transactional Unfamiliar Familiar

Those types are guidance for teacher when they want to have a speaking performance in the class for their students.

8. The Kinds of Speaking Comprehension

According to Nurgiantoro (2005: 276), the kinds of speaking are:

- a. Telling picture

Picture can be good stimulus of speaking, but the picture must be based on the students' ability. The picture can contain an activity, have a certain idea and purpose, meaningful and show certain situational context. It can consist of one picture or more. If we use more than one picture, it must be related to each other,

have sequence of story and have certain contexts and that picture gives series number to show even sequence. So the students can express their idea based on the picture which they see.

b. Interview

Interview is the common way to measure the speaking ability. It is usually used for the students who language ability is good enough. It is possible for them to express their feeling and idea using the target language. Anything can be the topic of interview, as long as it is appropriate to the level of students, like age, kinds of school and language ability.

c. Telling story

Telling story can be a way to measure the speaking ability programmatically. It can be done using pictures and story. The students also can tell their daily activities, their experience or tell a story can story book they have read. Those stimuli can be applied for any level students. For example: “the teacher asks the students to stand in front of the class and tell their story since they have holiday.”

d. Speech

Speech is good a way for the students to express their idea in the language accurately. In real life, there are so many speech activities. For example: welcome speech, political speech, religious speech and etc. Train students ability to express feeling and idea in appropriate and accurate language oral skill in form of speech activity also popular in the school and university, the fact often organize speech competition between students. For example: “the teacher asks the students for doing speech before lesson.”

e. Discussion

It is a good for high level students to measure the students speaking ability. And to give their argue to each other. The students must tell their idea and their opinion, give response to other member, critically and also of depend on their opinion with logical and responsible arguments. Because of that speaking ability and fluency is determined. For example; the teacher asks the students to discuss about some problems in front of the class or presentation in a class.

B. Teaching Speaking

Teaching speaking is considered still as difficult one. Teachers not only ask the students to understand what they talk. There are some problems which are faced by the students dealing with speaking activity. Perhaps it is quite unnatural for the students for speak a language which is not their mother tongue. Ur (1996:121) declares some problem faced by the students dealing with the speaking activity.

The lack of theme to be spoken. This problem often happened for them whom they lack their vocabulary. This is the most problem that has been existed for a long time since the language learning process stated. They for sure have no courage, no motivation to talk then. The low participation. It is clear that an English class often consists of a large group of student. It is impossible for them to talk for time. This situation then creates a low participation. Indeed, two factors above make harder.

The use of mother tongue. Students cannot instantly use English when they talk. They still use their own mother tongue to share their ideas for they feel unnatural to speak in another language.

Those are the common problems which often distract the language learning process especially in speaking. Teacher should pay attention for every problem so that

she/he could find the best way to solve the problem. Here are some solutions offered by Ur (1996:121)

1. Using group work

Group work often succeeds in leading many activities as it consists of a few students. Usually, they have an intense relation with the member. It probably makes them feel free to talk.

2. Base the activity with essay language

Teacher could make a review for some essential vocabulary before the activity started. It will help the students to become familiar with those vocabularies.

3. Give some instruction or training in discussion

An initial instruction may help the students to understand the activity will be done. It eases the students as they will have no confusion during the activity.

The teacher could apply those solutions in teaching learning process to make that speaking activity succeed. There are some indications which are introduced. If the students talk more than usual, using English of course, the activity succeeds as the purpose of the activity is the students talk actively. In speaking activity all the students should have a time to speak. If the students do not speak/ talk, the teacher then cannot see their improvement. The motivation should also be noticed. Motivation shows the students interest in the activity. It means that what the students talk can be accepted and understood.

To most people, mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language (Richards, 2010: 16). One of the big questions in any second language teachers' head is "how do we develop our students' speaking skill?".

This problem according to Stevick (1967; Fauziati, 2004: 126) is due to the gap between linguistic expertise and our teaching methodology.

Moreover, Harmer (2001: 275) explains the role of the teachers in teaching speaking if they are trying to get students to speak fluently: (1) prompter: students sometime get lost, cannot think of to say next, or in some other way lose the fluency we expect of them. However we may be able to help them and the activity to progress by offering discrete suggestion; (2) participant: teacher should be good animators when asking to students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm; and (3) feedback provider: the vexed question of when and how to give feedback in speaking activities in answered by considering carefully the effect of possible different approaches. In teaching speaking there are some components that must be join the teacher in process of teaching and learning, there are as follows:

1. Strategies Speaking

According to the curriculum of KTSP which is now adapted in almost every school either public or private school, there are two types of spoken language that should be performed by the students. They are monolog and dialog which consist of interpersonal and transactional. The first year has three kind of genre that followed by the speaking performance. The genres are recount, narrative, and also procedure.

The students of junior are in eight year old. Teaching of the first year does not always come easily. They are in the period time of childhood. They are still dealing with the emotional issue. They are still afraid to show up and they are freshman. It may related with the way that the teacher will apply in giving his speaking class.

Teacher should create a technique that makes the students have courage to speak. Of

course it isn't enough. The teacher should also create a technique that could improve the speaking ability itself.

Speech differentiates formal from informal one in two basic ways: by style and by content.

1) Formal speech is characterized by embedding (building information into sentences, also characteristic of written language) and a tendency toward more complete sentences.

2) Informal speech is stylistically characterized by omission, elisions (leaving out of a vowel or syllable in pronunciation), reductions, and sometimes, a faster speaking rate. Example:

a) Formal : I'm afraid I've got to be going now.

Could I offer you beer?

He has not been easy to deal with.

b) Informal: Sorry, gotta go

Wanna beer?

He's a pain in the neck.

There are certain phrases which are appropriate in informal situations, but inappropriate in formal situations. From the examples above, can conclude that people should know not only 'how' to perform language function but also 'when' these functions are appropriate to the cultural rules that determine (Wiranto and Santosa, 1991: 2-3).

2. Speaking Activities

Speaking activities which are applied by teacher and students in a classroom is crucial to improve their ability in speaking and to avoid the reluctance happens.

According to Chastain (1976), speaking competence can not be achieved in a year or even two but given the appropriate classroom activities, one has hypothesize that

many students can learn to communicate about those topics covered in their texts. He also claims that activities in the class can provide the student with opportunity to communicate in the target language. More over the activities that involve students feeling and attitude may give them the satisfaction of expressing themselves.

Fauziati (2004: 126) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. The definition of skill as ability to do something well (Manser, 1995: 7). The speaking skill means the ability to use the language and process the information from it precisely.

Therefore, speaking can be inferred as the ability to make use of words or a language to express oneself in an ordinary voice. In shorts, the speaking skill is the ability to perform the linguistics knowledge in actual communication as well.

Speaking is key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency (Dell, 2003: 4). Moreover, Harmer (2001: 319) explains that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

C. Assessment of Speaking Comprehension

Usually we got some confusion when distinguish between assessment, testing and evaluation. Evaluation means, refer to a broader notion than assessment. Evaluation concern a whole range of issues in and beyond language education: lessons, programs, and skills can be evaluated. Assessment is concerned with pupil's learning or performance, and thus provides one type of information that might be use in evaluation.

Testing is a particular form of assessment that is concerned with measuring learning through performance (Cameron, 2000: 22).

In another word, assessment is defined as, the gathering and synthesizing of information concerning students' learning, while, evaluation is defined as, making judgments about students' learning. The process of assessment and evaluation can be viewed as progressive: first, assessment, then, evaluation. Assessment, on the other hand, is an on going process that encompasses a much wider domain. Whenever a student responds to question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. And, tests, are a subset of assessment, they are certainly not the only form of assessment that the teacher can make. Tests are only one among many procedure and task that the teachers can ultimately use to assess students (Brown, 2004: 4).

Before we assess, we should know the concepts of assessment as follows (Sudjana, 2009: 11):

1. An assessment is not only purposed to the real objective of education, but also the hiding educational objective, including the effect of assessment.
2. An assessment is not only to measure the student's attitude, but also the educational components.
3. An assessment is not only to know the successful of the objective, but also, to know, is the objective important to the students and how to reach it.
4. Considering the wider of the objectives of an assessment, the instrument that may be used is divers, not only definite on the test, but also non test.

Those concepts require when the teacher assesses their students, to pay attention, to the hiding object, such as, the student's psychology after the assessment process, does it make them afraid or more enjoyable to continue their learning process.

The activities designed to test speaking are generally the same as the kinds of activities designed to practise speaking, there need be no disruption to classroom practice. The challenge is more in deciding and applying satisfactory assessment criteria. These are the most commonly used spoken test types are these:

1. Interviews

Interview is relatively easy to set up, especially if there is a room apart from the classroom where learner can be interviewed. The class can be set some writing or reading task while individuals are called out, one by one, for their interview. Such interviews are not without their problem, though. The rather formal nature of interview means that the situation is hardly conducive to testing more informal, conversational speaking styles.

2. Live monologues

The Student prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

3. Recorded monologues

Recorded monologues perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room side by side to the classroom, with minimal disruption to the lesson.

4. Role-plays

Most students will be used to doing at least simple roleplays in class, so the same format can be used for testing. The other role can be played either by the tester or another student, but again, the influence from other student is hard to control. The role-play should not require experienced performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a traveling plan to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

5. Collaborative tasks and discussions

Collaborative tasks and discussions are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

Assessments in speaking mostly use alternative assessment. Teacher more improves student speaking skill in this assessment. The teacher will be easy to give variety in assessment in alternative assessment. This is more enjoyable to student than use traditional assessment that is more monotony.

Brown (2004: 173) proposes oral proficiency scoring which might be used to assess oral language. The following scoring scales are actually suitable to use in the Senior High School students. The learners are tested on content, organization, grammar, pronunciation

and fluency. They may get a maximum of twenty five points on each of these five points and one hundred points in all. The scale score of testing speaking can be seen in table 2.

Table 2.1. The analytical scoring rubric of Speaking Assessment

No.	Indicator	Score Indicators
1	Fluency	<p>No specific fluency description.</p> <p>Can handle with confidence but not with facility most social situation.</p> <p>Can discuss particular of competence with reasonable ease</p> <p>Able to use the language fluently</p> <p>Has complete fluency in the language such that his or her speech is fully accepted by the educated native speaker</p>
2	Grammar	<p>Errors in grammar are frequent</p> <p>Doesn't have thorough or confident control of the grammar</p> <p>Control of the grammar is good. Able to speak dealing with sufficient structural accurate</p> <p>Able to use the language accurately on all levels normally pertinent to professional needs.</p> <p>Equivalent to that of an educated native speaker.</p>
3	Vocabularies	<p>Speaking vocabulary inadequate to express anything but the most elementary needs.</p> <p>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</p> <p>Able to speak language with sufficient vocabulary to participate effectively in the most formal and informal conversation</p> <p>Can understand and participate in any conversation with in the range of his experience</p> <p>Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary</p>
4	Pronunciation	<p>Errors in pronunciation are frequent that can be understood by a native speakers used to dealing with foreigners attempting to speak his language.</p> <p>Accent intelligible though often quite faulty.</p> <p>Errors never interfere with understanding and rarely disturb the native speakers. Accent may be obviously foreign.</p> <p>Errors in pronunciation re quite rare.</p> <p>Equivalent to and fully accepted by educated native speakers</p>
5	Comprehension	<p>Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase</p> <p>Can get the gist of most conversations of non-technical subjects.</p>

		Comprehension is quite complete at a normal rate of speech. Can understand any conversation within the range of his experience. Equivalent to that of an educated native speaker.
--	--	---

Source: Brown (2004: 148-149)

The points listed above are 25 multiplied by four. Therefore, a top score in all five areas would result in 100 percent or, in other words, native proficiency. Some sort of scale like this accompanies almost all speaking tests using holistic grading based on assessment for five criteria. The rubric is made simply with a maximum of 25 points on each of these 5 aspects, 100 points in all.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses a qualitative research which employs descriptive method. Bodgan and Taylor in Moleong (2007:3) state that qualitative methodology refers to the research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be examine” Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation.

Hadi (1993:14) describes, “There are many procedures in employing qualitative descriptive method. The researcher collectsthe data, then classifies them, and finally draws conclusion the data”. In this research, the researcher uses the same procedures, collecting the data about address terms, and then classifying them, finally the researcher draws the conclusion. But in qualitative method, the researcher only describes the object without drawing the conclusion for the groups which are analyzed.

B. Setting of the Study

This research is conducted at SMP Sultan Agung 1 Tirtomoyo which was started on Agustus 2016 until Oktober 2016. SMP Sultan Agung 1 Tirtomoyo is located at Tirtomoyo, Wonogiri 57672. The location is quite conducive since it is surrounded by educational institutions. There is SD 1 Tirtomoyo about 10 meters to the west. In front of the elementary school, there is TK Aisyah Tirtomoyo.

SMP Sultan Agung 1 Tirtomoyo is one of junior high school at Tirtomoyo regency. The buildings are into sides. They are the north side and the south. The main building is the south. This school consists of 15 classes, and some other offices and facilities. The classes are

divided into three classes, the grade VII, grade VIII, grade IX. There are 4 classes for the grade VII, VIII, IX. they are VIII-A VIII-B VIII-C VIII-D. There are administration offices, a headmaster office, a teacher's office, BK office, LAB computer, LAB IPA, mosque, parking area, and library.

C. Subject of the Research

The subject of this research is the students of grade VIII-A of SMP Sultan Agung 1 Tirtomoyo consist of three classes such as VII, VIII, IX. This research is done in VIII-A SMP Sultan Agung 1 Tirtomoyo, Wonogiri in 2016/2017 academic year. The reason about class of VIII because this class not to the exam (UNAS), like the IX class. VIII-A class consists of 30 students, 20 girls and 10 boys.

There are of grade students is heterogeneous in class achievement especially in English lesson. There are several students with good performance in speaking but most of them are low. There is one student that in fact she is good speakers but she has a problem in nervous. They come from varied junior high school either Tirtomoyo or other regencies. Most of the students choose this school as the second choices as this school is not involved as one of the qualified school.

D. The Data Resource

The researcher collected the data from three kinds of sources as follow:

1. Events

The event is in the form of instructional process that happened in the classes and other activities which is related to the research

2. Informants

The informants are those who determine the quality of English teaching and learning process in SMP Sultan Agung 1 Tirtomoyo. The informants are the English teacher and the students.

3. Documents

The documents in this research involve written information about the teaching and learning of speaking English in SMP Sultan Agung 1 Tirtomoyo. The examples of the documents are the interview with the teachers, field notes of observation, and teacher's lesson plan..

E. Technique of Collecting the Data

Methods and instruments used in the process of obtaining the data. There are two kinds of data collected in this research, quantitative and qualitative data. The quantitative data were students writing scores. The quantitative data were collected by using test. In this case, the researcher gave a test after each cycle. The detail techniques of data collection were on the following explanation:

1. Observation

In this research, the observation was done to cover the process of implementation of reading procedure text in teaching speaking. The observation noticed classroom events, interaction in the classroom, and the students' responses during the teaching learning process.

2. Interview

The interview was done to get information from the students and the collaborator. The information covered their understanding of the reading procedure text in speaking, the implication to the students' speaking ability, and the strength and weaknesses of the implementation of reader's procedure text. The interview was recorded by using media and transcript into written form.

3. Document

The documents were in the form of students' vocabularies and students' pronunciations. By analyzing them, the researcher got information about the students' progress in speaking and students' responses toward the teaching learning process in the classroom. The researcher also collected the data from the result of students' post-test. The scores representing could become the information about the students' speaking comprehension.

F. The Trustworthiness

This research was conducted by applying qualitative research, therefore, it concerned with the trustworthiness of the data that have been collected in the field. According to Moleong (2007:321), trustworthiness might be defined as a situation that must demonstrate the right value, provide the basic understanding to be implemented and allow external decision that can influence the consistency from its procedure and neutrality of the findings and decisions. credibility, transferability, dependability, and confirmability are the criterion of trustworthiness of the data in qualitative research.

In conducting the research, the researcher tried to get trustworthiness of the data collected by meeting all of its criteria. Credibility means the researcher has to seek relationship or compatibility between the finding and the data collected. Then, the data collected from the field should be transferable so that it could be applied in different context and respondents. In dependability, all the findings collected should be able to provide the evidence that can be imitated in the same or similar respondents in the same or similar context. Confirmability might be regarded as the effort to avoid biases of the finding collected by the researcher. At last, the findings obtained from the field are objective, trustworthy, factual and confirmable.

In taking the data, the researcher began with checking the trustworthiness from the information collected on the field. It was done by observing the details of the research, lengthening the participations and deepening the interviews. Therefore, the data could be used as the basis in drawing the conclusion.

G. Technique of Analyzing the Data

Technique of analysis data using descriptive qualitative method. The researcher used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Sutopo, 2002: 95). These steps must be taken systematically. It means that reducing the data is the starting point to analyzing the data. Then, the researcher presents the data scientifically and logically so that every event occurring in this research is clear. Scientific means that the researcher must be able to process the facts in systematical and methodical way. Logical means the researcher has to think sensibly and come to a rational rather than emotional conclusion. In the end of collecting the data, the researcher tries to verify the data based on data reduction and presentation.

1. Reducing the data

In this research, the researcher did not use all of the obtained data because not all the data were important. Important data would be used but unimportant data would be neglected. In reducing the data, the researcher focused, selected, simplified, and abstracted the data from the field note.

2. Presenting the data

In this step, all of the selected data was presented in the form of description or narration. As the second steps in analyzing the data, this technique is used in arranging the information, description, or narration to draw the conclusion. This step led the researcher to draw the conclusion of the research. By presenting the data, the researcher considered what he should do; he could analyze or take the other action based on his understanding.

3. Drawing conclusion

The last step in analyzing data was drawing conclusion. In drawing conclusion, the writer tended to formulate the data and his interpretation. The writer was not only supposed to write up what he seen on the field, but also his interpretation of the observation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher is going to describe the English teaching learning at SMP Sultan Agung 1 Tirtomoyo Wonogiri term of speaking comprehension. Then, the description is going to be analyze by principle of English language teaching learning of speaking, the assessment prosess, technique, and teacher's difficulties during assessment.

A. Finding

1. Method in Teaching Speaking

According with English Teacher of VIII Class in SMP Sultan Agung 1 Tirtomoyo Wonogiri, whon said: "school want to make teaching learning speaking more succesfull. School have to pay attention with the objective, the materials, textbook, and the medium of intruction. The objective of English for learners, according to the education are, to develop the commpetence of oral communication definitely in school context action, and to realize the important of English to improve the children capacity in global competition" (interview on 5th December 2016).

The teacher also said" The Objective of English is to prepare the student in higher school. The teacher can conclude that English for learners, psychologically is to prepare to the childres absorb many information about English since Now". From the student above, the teacher should aware with the learners teaching learning

process. The teacher should motivate the student to learn English by choosing an interesting method and material. To make them stay on the school also give a freedom for the student to come to the principle office, as long as, not in the time of teaching learning.

Teacher like to have fun in class, but he doesn't want to have fun if student don't learn at the same time. Unfortunately, the teacher used games, dialogue, discussion and role play in language classroom do not require student to use the target language. Teacher said that student learn to speak in the second language by "interacting". Communicative language teaching is based on real-life situation that require communicative. By using in this method by ESL classes, student will have the opportunity of communicating with each other in the target language. In brief, the student should create a classroom environment where the student have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when student collaborate in groups to achieve a goal or to complete a task.

The finding of the research includes kind of the method strategies, and assessment that is used in teaching speaking. The data was collected through three day observation in SMP Sultan Agung 1 Tirtomoyo Wonogiri class of VIII.

a. Direct Method and Communicative Approach

When the observation was been conducting, the topic of each meeting was different. Topic of the learning in VIII classn in the first day observation was about Talking about What did he say?. Teacher give example how to read dialogue. The first teacher read the dialogue strngly. Teacher repeats these second times. Student read this dialogue together student are divided inton twon groups,

ladies and gent. Student understand this dialogue, what did he or she talking about.

Teacher ask two student to come forward. They practice the dialogue in front ofn class. Theacher ask the other student to play the dialogue in front of the class too. After some student finish this season teacher give some minute to understand the dialogue. Student must talk about what is the dialogue talking about?. Student give explanation what the main of this dialogue by group.

b. Communicative approach and community language learning

Topic of the lesson in second day observation was about the “fame and fortune”. Technique which was used by the teacher in this meeting used quiz game and discussion. Student must talking and giving agreement and then responding to statement. The observation in the class shows that the teacher divided the class into four groups. Teacher take each row as one them, then ask questions. The question is bellow :

You went to school yesterday, didn't you?

You where at home last night, wheren't you?

You don't go to school on food, do you?

Student getb extra points for answering with giving agreement. Student who giving true agreement get 10 point. The winner is student who get high score. Syudent often make mistakes when answer question, it's not a problem the teacher turn their mistakes and show student how to do it better.

This method is also use picture as a media. There are two kinds of using pictures in teaching speaking, the first is picture narrative and the second is picture

descriptive. Teacher in SMP Sultan Agung 1 Tirtomoyo Wonogiri using picture and describe this picture.

Teacher show student one picture and having them describe this pictures. Teacher showed Soekarno picture to the student. Teacher explain when soekarno was born?. What was done Soekarno for Indonesia. And the other. Teacher used English and Indonesia language to describe about this picture. And the last teacher ask the student to repeat what did teacher say about Soekarno.

The next season teacher give student the picture about Jendral Soedirman. Teacher ask the student to describe Jendral Soedirman like was he done before. For this activity student divide for 3 groups and each group is given a one picture. Student discuss the picture with their groups, then a spokes person for each group describe the picture to the whole class. This activity foster the creativity and imagination of the learners as well as their public speaking skills.

c. Communicative approach and direct method

The third type is the type that few student will ever experience directly themselves, but it is easy to play because the teacher have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

The result of the observation of the communicative classroom has come to have characteristics that differentiate it from the non-communicative classroom. Therefore, its primary goal is to enable student to communicate in the target language fluently and freely and to emphasize the communicative use of language in everyday situation.

1) The Role of Teacher

Interaction is considered as a central part in communicative language teaching, it helps student to involve in communication using the target language. Interaction is defined as “ a collaborative exchange of thoughts, feeling, or ideas between two or more people, resulting in a reciprocal effort on each other”. Rivers emphasized the idea that the commicative classroom should be interactive he affirmend that:”in interaction student can use they of the language, all they have learnt or casually absorbed, in real life exchange. The main principles that are identified by:

- a) Automaticity, is achieved when the student attention is on meaning rather than on grmmar and other linguistic forms. This lack of restriction and control enchances automaticity in the student.
- b) Intrinsic motivation, while student interact with each other they will enjoy their own competence to use the language and develop a system of self reward
- c) Strategic investment, during interaction, student should use strategi language competence; to make decisions about when and how to say or interpret messages, and to repair the errors they may produce
- d) Risk talking, student in the interactive class may encounter many problem such as; gtheir shyness of their friends laughing at them, failing to produce intended meaning, being rejected or neglected, all these are called risks which student have to challenge for the sake of interaction.

- e) The language culture connection, student are required to be systematically versed in the cultural nuances of language
- f) Interlanguage, the role of the teacher feedback is fundamental in the developmental of language process. Several errors of production and comprehension will be a part of this process

All the element of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in the interaction. The teacher in a communicative classroom has totally different roles from his/her counterpart in the traditional classroom. Communicatively speaking, the teacher interacts “with student, giving feedback, offering solution and assign speaking in collaborative way”. The teacher is also a guide, a planner, an organizer, an inspector, an assessor, a prompter, a resource, a facilitator of learning, an instructor, a curriculum developer, a speaker, the communicative classroom requires less teacher centred instruction. However this doesn't mean putting away the teacher authority inside the classroom, the focus then, should be placed on providing many opportunities for the student to practice the target language and on fulfilling the teachers various roles.

2) The student role

In communicative classroom learners are provided with opportunities to rely on themselves and acquire the target language “by using it rather than...by studying it”. In addition to, students should be self reliant when they are interacting with their peers in groups and they should be responsible for their own learning. Breen and Candlin describe the learners role within communicative language teaching, they claimed process, and the object of

learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in independent way.

In other words, student in communicative approach are supposed to take an active role in the learning process which mean that they will have opportunities to express what they in any form that they prefer and then they will have some degree of control over what goes on in the classroom.

This communicative approach involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorable way. For more details, this is an material of role play dialogue, the process:

Wahyuni : Good morning. I want to send a letter to Singapore.

Rahmat : yes, do you want to send it by air mail or ordinary mail?

Wahyuni : i think I'll send it air mail. I want it to get there quickly. How much does it cost?

Rahmat : to Singapore? That will be 30 pence, please.

Wahyuni : (give the clerk 50 pence) Here you are.

Rahmat : Here's your stamp, and here's 20 pence change.

Wahyuni : thank you. Where is the post box ?

Rahmat : you want to air mail box. Its over there, by the door.

To demonstrate a role play activity based on the dialogue, the explanation as follows :

- 1) First, the teacher guides the role play by writing these prompts: (where?/ air mail / how much?/ post box?/ thanks). Talk as you write show what the prompts mean.
- 2) If necessary. Go through the prompts one by one, and get student to give sentences or question for each one.
- 3) Call two student to the front : one play the role as Wahyuni and the other one is the post office Rahmat. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompt.
- 4) Call out a few other pairs of student in turn, and ask them to have other conversation based on the prompts.
- 5) based on these procedures, the writer view that the ways of organizing this dialogue can be carried out into pairs of student who would improvise conversation in front of class, in turns. The teacher also ask the student to practice the conversation privately with their partners before they act it out in front of class.

2. The Assessment of Speaking Comprehension

There are some technique of assessment that could be implemented, traditional assessment, alternative assessment and feedback. Traditional assessment is formal of summative assessment, alternative assessment are, informal, authentic, holistic, and assessment for learning. Authentic assessment is divided into performance based assessment, portfolios, and student self assessment. Speaking assessment can use one of all technique of assessment but in speaking more focus on some point in speaking such as Grammar, vocabulary, and pronunciation.

According with English Teacher of VIII class in SMP Sultan Agung 1 Tirtomoyo Wonogiri: "Speaking assessment which is implemented by the teacher of SMP Sultan Agung 1 Tirtomoyo Wonogiri at eight grade are informal assessment". The assessment that the teacher usually use is oral technique, when every chapter is done, or usually in the first meeting the teacher assess the student orally, the aim is to memorize the vocabularies on the next chapter. For portfolio, in this grade the teacher is not use it, because for eight grade it was too difficult when use this kind of assessment with reason that eight grade is still confuse to apply this assessment, they can't manage their portfolio it was afraid they will loss it. And the teacher also not implement student self assessment, because when they assess themselves they will be confident that their own work is true. For performance assessment usually the teacher asks them to come forward, or oral assessment. The teacher's technique of assessment are as follow:

a. Informal Assessment Technique

For informal assessment is done by the teacher before the teaching learning process is started it was used to remind the student about the material or vocabularies, for examples, open, what does it means? Then the student answer it, then teacher ask again, how to say "tutup, dorong, membawa, menangis, membaca, menulis, menonton, mendengarkan, be rjalan", in English, etc. When they answer the teacher is correct it directly when they have some mistake in their pronounce. After the student when have some vocabularies, the teacher asked the student to change some words, into verb "ing" because the teacher did teach the student about past continuous tense, this assessment is done directly during the classroom without any teachers record in a

form of score it was just the teacher problem solving dealing with the important of assessment to make the student remember some vocabularies and verb ing.

2) Using Question

This assessment is done also to remind the student knowledge about any materials that have taught before. First time the teacher give the student some materials about past continuous tense, the teacher method is presentation, production, and practice. The teacher assess the student by some question, such as “how to speak listen?” then they answer.

Teacher: “Rudi listen to the music, How to speak it ?”

Student: “Rudi listen to the music”

Teacher: “How to speak listen lia ?”

Student: “listen”

Teacher: “No,listen” ayo bersama-sama!

Student: “listen”

Teacher: “Good. Ulangib Lia?”

Student: “listen”

Teacher: “Good, Hafiz how to speak Music”

Student: “My Music”

Teacher: “good, ulangi bersama-sama”

Student: “My Music”

Because in this semester the material is past continuous tense, so the teachers in some weeks teach about past continuous tense in order to make the student not only remember

the pattern but also can use it in a real context because learning English is not only to know much but also can use it in meaningful ways moreover grammar for student it was the teacher obligatory to give the student much assessment in order they remind and be usual to use it. After some explanation in order they remind and be usual to use it. After some explanation about past continuous that have been taught before, the teachers ask “ How many to be we have learned?” then they mentioned one by one, with the pronoun of each other. The teacher also asked them randomly to change the sentence into past continuous tense, example, “ Aku lelah sedang berjalan ke perpustakaan: then the certain student is answer, when there is mistake, the teacher asked it to another students.

This assessment is done in every meeting during a week, in order they will memorize the pattern of past continuous tense and sometimes the teacher mix between present continuous tense and past continuous tense, because simple present is taught in the first semester. When there is mistake the teacher correct it directly.

3) Dictation

Before the dictation is held the teacher again give the student apperception about past continuous tense then in order to make the student not too bored with present past continuous tense the teachers assess the student speaking and listening. The teacher use a dictation to assess the student speaking and listening. For those skill, the teacher read some paragraph then the student read it after the teacher, when there is mistake on their pronunciation the teacher will correct it directly and repeat the certain vocabularies many times.

The paragraph is:

It is a sunny day, Bob is playing football in the park, and he plays with his friends, Tommy. Sarah is cycling around the park. Long after, an ice cream man comes. All the kids on the park gather around him to get an ice cream.

Vocabularies which the teacher always repeat are: ice cream, plays, and an ice cream.

This assessment is done together in a whole a class, the student read same passage the the teachers correct the students mispronunciation.

b. performance assessment

Performance assessment consists of any form assessment in which the student construct a response orally or writing. The example are, oral reports, writing sample, individual and group projects, exhibition, and demonstration. Again dealing with the material of this semester about past continuous tense, so the researcher meet again in which the teacher remind the student about present continuous tense, here the teacher give the student assessment but this is kind of performance assessment where the student asked to come forward to demonstrate the students speaking competencies. They ask to come forward randomly to read short sentence from the teacher.

The question are:

1. One night, it was raining very hard.
2. My brother was finding our chicken
3. Calvin and agna were sleeping, when their father came
4. They were watching football match

Sometimes the teacher also give a question like, “Calvin and Agna was or were”, when there is mistake the teacher will correct it together with the student until no one can't answer then teacher will tell them the correct answer.

Example:

Student: They were watching football match (futtball)

Teacher: “is it right..?”

Student: “Wrong...?”

Teacher: “where is the mistake?”

Student: “football”

Teacher: “then what is the correct one?”

Student: “they are watching football match” (futtball)

Those are the teacher and student conversation when there is mistake the teacher involve the students to correct.

c. Peer Assessment Using Collaborative task and discussion

learning and assessment can be more fun when it is done with friends, Peer assessment can positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each other. Pees assessment fosters the feeling that the classroom is a community working toward the same goal. This groups , they asked to read a conversation of give and answer some mistake on their reading or their pronunciation the teacher will correct it directly. The questions are as follows:

group 1: “What are you doing, Tonny?”

group 2: “I am playing tennis”

group 1: “What is she doing?”

group 2: “She is joking”

that was done by switch the group one be group two so that they saw what are the mistakes of each groups.

3. Result of The Speaking Comprehension

The data of the speaking comprehension of the students of VIII A class in SMP Sultan Agung 1 Tirtomoyo Wonogiri shows that the score is 60 uo to 92. The mean is 72,266 the standard deviation is 6,239, the mode is 73,633, the median is 73,696. The frequency distribution of the data of pre tset experience is in table, histogram and polygon are presengted in inhibited in the oral class.

Figure one

Table1

B. Discussion

To make teaching learning speaking more successful, the English teacher of SMP Sultan Agung 1 Tirtomoyo Wonogiri school have to pay attention with the objective, the materials, textbook, and the medium of instruction. The objective of English for learners, according to the education minister roles in system of national education are, to develop the competence of oral communication definitely in school context action, and to realize the important of English to improve the children capacity in global competition. As the teacher said. That the objective of English is to prepare the student in higher school. The researcher can conclude that English for learners, psychologically is to prepare the childrent absorb many information about English since Now. So, the teacher award with the learnes teaching learning process. The teachers should motivate the student to learn English by choosing an interisting method and materials. To make them stay in the school, the school also give a freedom for the student to came to the principle office. As long as, not in the time of teaching learning.

The method in teaching must appropriate to the purpose of the studying (ismai,2009:17). Teacher choise not only good method but also compatible with learner. Teaching speaking have some method, acting, dialogue, game, discussion, prepared talk, questionnaire and role play. Some of speaking activity can be used by the teacher in speaking class, but teacher must adpting with the learner. The good learning will be doing by the choise the compatible method.

The English teacher of VIII class at SMP Sultan Agung 1 Tirtomoyo Wonogiri used some method in speaking class. The teacher observe some method as the follow:

a. Communicative Approach

Communicative approach which considers the language is a tool of communication and employs the class activities to communicate by the target language out the class. Dialogue is used to doing this method. Dialogue in speaking is to practice student speaking in front of the class. The material from this activities like dialogue. By giving student to practice the dialogue will ensure that acting out is both a learning and a language activity (Harmer,2002:271).

The student try to communicate with some vocabulary that be used in daily activities. The purpose is to give student fluently in dialogue activity. The weakness of this method is not appropriate to teach literature material like story or descriptive material.

b. Direct Method

This method is used by using picture as a media. Student are asked to tell the story taking place in the sequential picture by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabularies or structures they need to use while narrating (Hammer, 2002:274). Student could telling or describe about picture and got some vocabulary. The teacher said that if student interesting with the picture they will find out something about it by fun and enjoy.

From observation above, we can conclude that teachers who use the direct method intend that student learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. The weakness of this method is teacher must good knowledge with L1 and L2 as a target language. This method is also not appropriate to the beginner, because the teaching learning process is mostly using target language.

c. Community Language Learning

This method is used by role play activity. From role play student got motivation and mentality to practice English. Many student derive great benefit from role play. Student simulate a real life encounter as if they were doing so in the real world. Every student gets some different view about the topic or the conversation. What the outcome should be and consensus has to be reached. That way there is a dynamic movement as the role play progress, with people clearly motivated to say as much or as little as they need to achieve their aim (Harmer, 2002:275). Communicative language Learning is a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. Communicative language learning learners and encouraged to attend to the overhear they experience between other learners and their knowledge. The result of the overhear is trying to communicate.

Teacher must organize student group to work together. If student group not work together so only little student will learn in teaching process. It is right that there is no effective method and strategies in English Language teaching. By giving the teacher some resource about the methods of English teaching, then the teacher is asked modify the method based on the class situation and student characteristic, so transferring of knowledge can be reached.

Teaching speaking is not only how to teach student to speak English well, but also grow mentality of student to speak with the other in English. In speaking class we give student motivation to learn and we make class fun and happiness.

The analysis of speaking assessment at eight grade of SMP Sultan Agung 1 Tirtomoyo Wonogiri. Assessment is a toll which has the potential to help pupils make progress in their learning. There are some purpose of assessment. First,

assessment is to describe the proficiency of students learning, in other to know the successful of teaching learning. Second, it is to know the teaching learning goals with are achieved. Third, it is to repair the teaching learning if the assessment is failed. And the forth, is to give a further information to the stakeholder of the school. SMP Sultan Agung 1 Tirtomoyo Wonogiri teacher used something assessment to assess the student like formal and informal assessment. Is speaking class the teacher used informal assessment only.

Analysis of Learning assessment technique:

a. Informal assessment

Informal assessment is an assessment which is implement in every chapter to know the successful of teaching learning. The orientation of this assessment is on the process of teaching learning itself. This is an incidental, unplanned comments and response along with coaching and other impromptu feedback to the student. The function of this assessment is to provide feedback to teachers and student ideally about student misunderstanding. The technique which is used by the teacher on this assessment is by using question, asking some vocabularies, dictation, asking the student to work in group, and asking the student to come forward. Those assessment are simple assessments which the teachers usually use in others classroom assessment. Those assessment are suitable with student in junior high school, because the teachers uses a clear questions and instruction and the assessment that have done are meet the principle in assessing junior high school because the teachers instruction is clear and the teacher also transit it into Indonesia when the students didn't understand with the teachers mean.

b. The Technique of Performance Assessment

Performance assessment is an assessment that consist of any form of assessment in which the student construct a response orally or in writing. The example are, oral reports, writing samples, individual and group projects, exhibitions, and demonstration the assessment which is done by the teacher is a writing sample of performance assessment. The student are dictated by the teacher, and then the teacher asked the students to speak up in front of the class, that was the simple performance assessment that can be done in the classroom speaking assessment process. When we see the teachers implementation of this assessment we will said that it was kind of formal assessment because it was a paper base assessment but the teacher also asked the students to come forward and demonstrate their writing, it was the point of this performance assessment.

c. The Technique of Peer Assessment

Peer group assessment is where the pupils become involved in monitoring others progress. This assessment helps student to become more autonomous, responsible and involved. But, student may luck the ability to evaluate each other. On applied this assessment, the teachers divided the student into two group and asked them to read a passage and answer and give some question from the passage, but whose correct their mistakes is the teacher, this assessment is appropriate assessment for learners because by this assessments the students are directly corrected by the teacher and they will see, where is their mistakes and it will enjoyable because it's done together with their friends.

Analysis teacher's assessment implementation. The successful of teaching learning process is depends on how do the teachers conduct the material and the teachers assess the students. Technique of assessment that the teachers had implemented are suitable assessment for the student. With the clear instruction, easier to conduct and not too wasting time is some reason that reasonable for the teacher why do the teachers implement those assessments. More over those assessment are common assessments that usually used by some Indonesia educational system. The implementations are focus on pronunciation and grammar, because according to the teacher language is to communicated. Communication needs to speak and motivation. The point is focus on how to speak well and using the grammatical. Vocabulary and the other can be learned in other language skill like writing and reading. Basically these assessments give the student motivation and mentality to speak with the other.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study can be concluded as follows:

1. The method in teaching must appropriate to the purpose of the studying. Teacher must choice not only good method but also compatible with learner. Teaching speaking have some activity like acting, dialogue, game, discussion, prepared talk, and role play. Some of speaking activity can be used by teacher in speaking class, but teacher must adapt with the learner. The good learning will be doing by choice the compatible method. The teacher at SMP Sultan Agung 1 TirtomoyoWonogiri used some method in speaking class. The researcher observe some method as the follow: direct method, communicative approach, community language learning, and suggestopedia
2. The technique of speaking assessment is a tool which has the potential to help pupils make progress in their learning. There are some purposes of assessment. First, Assessment is to describe the proficiency of student's learning, in order to know the successful of teaching learning. Second, it is to know the teaching learning goals which are achieved. Third, it is to repair the teaching learning if the assessment is failed. And the forth, is to give a further information to the stakeholder of the school. SMP Sultan Agung 1 TirtomoyoWonogiri teacher uses some assessments to assess the students like formal and informal assessment. Some kind of assessment is focus on comprehension, grammar, pronunciation, fluency and vocabulary. Speaking is how to communicate with other so teacher at SMP Sultan Agung 1 TirtomoyoWonogiri only focus on comprehension, grammar, pronunciation and vocabulary, because those

is significant elements to speak. The other factor is as complement in speaking because in real condition conversation is how other people can understand with our mine. Although we wrong in fluency other people get the meaning what we say.

B. Suggestion

Recommendations that can be given by the researcher of this study are followed:

1. Teacher should be aware of errors in speaking, especially spoken errors, which are occurred in students learning process. Teacher should views those errors as a sign that a learning process is taking places, and that the students are trying to produce a language, taking risk in learning, experimenting with language, attempting to communicate, and making progress.
2. Teachers of foreign language, especially English teachers should more improve student speaking skill with other method, so all of student confidence can be showing. Every student have different motivating on the learning process, so teacher must be good advisor and trainer.
3. The next researcher, who is interested in the topic of speaking method in EFL classroom, should make a good and complete preparation for his or her study, in order to make the study better.