AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY OF THE THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

A THESIS

Intended to Fulfill One of the Requirements For the Award of Sarjana Degree in English Language and Education Islamic University of Riau

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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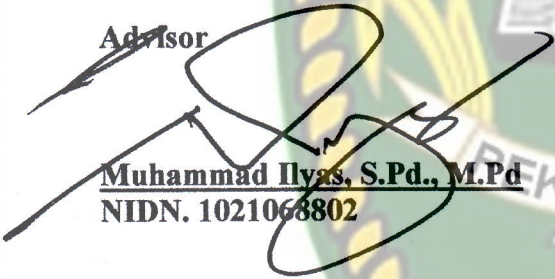**UNIVERSITAS ISLAM RIAU**
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THESIS

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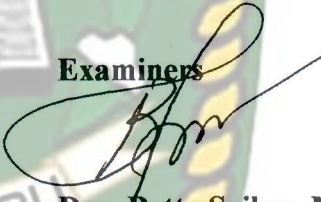
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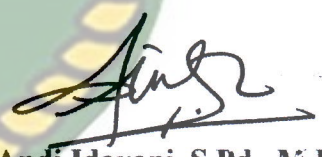
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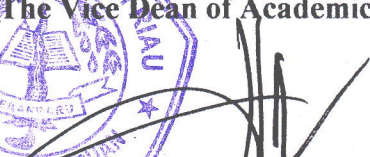**Muhammad Ilyas, S.Pd., M.Pd**   **Dra. Betty Sailun, M.Ed**
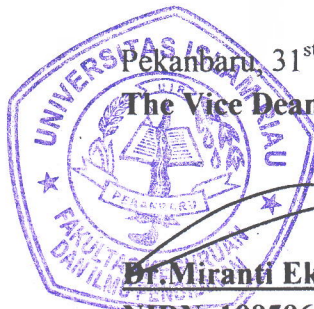**NIDN. 1021068802**   **NIDN. 0027046002**

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THESIS APPROVAL

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It is ready to be examined and this letter is made to be used as it needed.

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Lembar Ke : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	08-12-2020	Acc Title	Acc Title & Writing chapter I	
2	09-02-2021	Revise Chapter 1	Revise background of the problem, put the result of pre research	
3	07-04-2021	Revise Chapter 1, II	Insert some articles about the problem, Revise the significant of the research	
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5	25-08-2021	Approved to Join Proposal Seminar	Prepare all the things to join proposal seminar	
6	01-11-2021	Revised Proposal and Check Chapter I,II,III	Check the grammar and add specific title of story	
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8	03-01-2022	Acc for joining thesis examination	Acc for joining thesis examination	

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Wakil Dekan I/Ketua Departemen/Ketua Prodi

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DECLARATION

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I truly confess that this paper writing is derived from my own ideas, except the quotations (directly and indirectly) which are taken from various sources included in the references, I take responsibility for the truthfulness of data in this paper.

Pekanbaru, 28th December 2021

The researcher

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Lastly, this thesis may be uncompleted and still far from being perfect. To complete this paper need sudgestions and critics from the reader.

Pekanbaru, 28ᵗʰ December 2021

Annisaul Azizah
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Abstract

Annisaul Azizah. 176311047. An Analysis of Students' Speaking Ability in Retelling Story of the Third Semester English Language Education Study Program FKIP UIR.

Keywords : Students' Speaking Ability, Retelling Story

This research aimed to know students' speaking ability, especially in retelling story, then find out the dominant problems during the speaking performance of the third semester English Language Education Study Program FKIP UIR. This research also focused to analyzed based on five components of speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

The design of this research was qualitative research. The sample of this research was 40 students of class A English Language Education Study Program of FKIP UIR. The researcher used speaking test as instruments of the research. To collect the data, the researcher used video conference (zoom) to gives instruction and rules about speaking test. Then the students recorded their speaking performanced and submit via Whatsapp, Next the researcher asked two raters to provide the scores.

The result of this research that students' speaking ability in retelling story especially retelling narrative text about Dedap Durhake, average scores was 3. The first component, in pronunciation was 3,1 ,and in the grammar component the average score was 2,9, in the vocabulary it was 3,3, in fluency component it was 2,9, and for the last component in comprehension, it was 3,2 and lastly the most dominant problems that faced by students' speaking were grammar and fluency.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

Speaking is one of the important components of several English skills. Even the speaking is difficult to be mastered by the students, but also an exciting topic. Many learners try to focus on their speaking then other skills. The purpose of speaking itself is to convey the meaning of the speaker to the listener about what they feel, opinions, idea, interactions and information directly.

Speaking as a connector between speakers as an informant to the listener, as a speaker should convey clearly to the listener, and the listener has to pay attention and listen carefully. If the listener can not understand what the speaker conveying, there will be miscommunication and failure to create successful interaction, this is why that speaking has an important role in life.

According to (Wahidah, 2016), speaking needs to understand how the language is produced and have to know sociolinguistics competence such as why, when, and method to produce the language. Speaking is different from other skills that require more power to speak in front of the public. The students in Indonesia also think that speaking is laborious because it is not accessible to them to learn a new language. Although when learning the language process, the students are required to master speaking skills and should be mastered in other skills because they are related to each other.

Discussing about speaking does not mean saying the words through the mouth, but it means delivering the meaning through the mouth related to the context based on the situation. In teaching English, the primary purpose is to make the students communicate with active or passive.

Based on the explanation above, we may conclude that speaking is the activity or process of receiving and processing information, ideas, messages, feelings, wishes, and concepts orally. The students who have skills in speaking will get to many benefits, because of that the students demanded to master speaking.

As foreign language speaking, English becomes a challenge for the students, and They will find some of the problems. Some of the problems that establish the students lack their speaking ability, it is called speaking problems when the students lack their speaking ability, it becomes a speaking problem (Jannah & Fitriati, 2016). The researcher was also done pre-research in English Education of FKIP UIR to analyze students' speaking problems, and divide some students' speaking problems into two kinds: linguistics and psychological.

The first linguistics problem is grammar, The students do not know how to use word-formation; word formation is grammar in the English language. The students have incomprehension words; if they can not use grammar rules, it is challenging to communicate English effectively. Or they are unable to express what they mean in speaking. It is also related to the next problemin speaking that is students vocabulary. Vocabulary is an important thing the speaker should have,

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and vocabulary problems happen when the speaker does not know how to combine the vocabulary to become a good sentence. It has become a trouble for foreign learners to create sentences without learning vocabulary and grammatical structures.

The other linguistics problem is pronunciation; the students have trouble with their pronunciation, even the students often see the word in their book, but some of them do not know how to pronounce the word correctly. They need to pay more attention to pronunciation because the way to produce the word's sound will determine the meaning of sentences. Therefore, poor grammar, lack of vocabulary, and poor pronunciation, including linguistics problems.

Then the students' problems are psychological. The psychological problem comes from human behaviour related to mental health (Jannah & Fitriati, 2016). Psychological problems include students being not confident to speak, feeling nervous, anxious, and worrying about talking. The students are bothered to make mistakes when they are speaking English and afraid to criticize others. Consequently, for that reason, they become passive students in the classroom. The psychological also required teachers support while teaching and learning process. The researcher also found the students' difficulty in their mother tongue they have a problem with their dialect. In the English language, four basic skills must be mastered by the students, such as writing, reading, listening, and speaking.

The problems mentioned are also related to the theory according to (Fitriany et al., 2015) state that there are two categories of speaking problems:

linguistics and psychological problem. In addition, these difficulties require more attention to achieve the goals of the learning speaking process itself. As we know that the students have a different perspective about English, some of them think that speaking is difficult to be learned. This is what makes the success of learning are hampered.

Because of the reason above, the researcher was tried to analyze students speaking ability based on five speaking components. The researcher interest to conduct a research entitled "An Analysis of Students Speaking Ability in Retelling Story of the Third Semester at English Language Education Study Program Of FKIP UIR".

1.2   Identification of the Problem

There are some problems faced by students in learning in the speaking section:

First, the problem faced by the students is linguistics problems. When speaking English. The students lack vocabulary, trouble in grammar, hard to use the tenses, pronunciation, and inability to speak fluently.

Second, the students' problem is come from psychological. The students afraid to perform in front of the class because they feel nervous, Afraid and anxious if making a mistake. During the speaking, they are also having difficulty when organizing the idea in speaking.

1.3 Focus of the Problem

The focus of the problem is to analyse Students' Speaking Ability in Retelling Story of the Third Semester at English Language Education Study Program of FKIP UIR. The problem that faced by the students to be master in speaking skill are: Vocabulary, pronunciation, comprehension, fluency and grammar. Then find out the most dominant problems that faced by students' duing their speaking performanced.

1.4 Formulation of the Problem

Based on the statements above, the writer formulates the research problems as the follows:

1. How is the students' speaking ability in Retelling Story of the Third Semester at English Language Education Study Program of FKIP UIR?

2. Which are the most dominant problems that faced by students at the third semester English Language Education Study Program of FKIP UIR?

1.5 Objective of the Research

The objective of the research describes as follows:

1. To analyse students' speaking ability in Retelling Story of the Third Semester English Language Education of FKIP UIR.

2. To know the most dominant problems that faced by students at the third semester English Language Education Study Program of FKIP UIR.

1.6 Significance of the Research

The significances of the research can be presented as follow:

a. For the Educator

This research is expected to provide the information to know students' speaking ability in retelling story activity.

b. For the student

Giving information about the students' speaking ability in retelling story. this research also giving information about the good criteria of speaking ability in retelling story and as reference if the students have same problem with the researcher.

1.7 Definition of the Key Terms

There are some key terms should be defined in this research as follows:

1. Speaking Skill

Speaking is one of process communication by face to face. According to (Ghiabi, 2014) speaking is a tool that use by the people in their social community to communicate and express their idea, felling to others.

2. Retelling story

According to (Yanto, 2018) retelling story is the process when the storyteller tells the story to the audience by using the sequence of narrative, vocalization and imaginary communicates.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Concept of Speaking

Speaking is the skill to convey the meaning or the information, Communication through the speaking the people can build the conversation and know the feeling each other.

Talking about speaking According to (Richards, 2008) states the one priority for many second languages to master in English speaking skill as well in essence, the effectiveness of learning depends on their efforts to improve their ability.

According to (Torky, 2006), speaking is a process of Communication in different directions of view, data or feelings and point of view, speaking also to express with the meaningful context, even transactional or interpersonal to use grammar pronunciation, and vocabulary. One of the most complicated things to master in language learning that face by the students is speaking. it is accepted that speaking is the most critical of the four language learning. According (Bailey & Nunan, 2019) states that speaking has become fundamental behaviour to humans as an oral skill. The contain of speaking is to produce the expression to convey the meaning with verbal utterances.

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According (Thornbury, 2005) state that speaking is oral Communication. The important speaking is to convey the meaning .According to (Yanto, 2018)states that besides, speaking as oral Communication that takes place to convey the information with each human environment, for the example in the school, the students are demand to speak well, if the students 'king ability, it is become a trouble to express their own idea while interaction and activity in the classroom such as presentation, speech and discussion. in speaking learning process, students are not only required to be able to understand the way to deliver the phonetic competence such as grammar, articulation, and lexicon but moreover comprehension as regards socialistic competence such as why, when and how to speak. it takes to create successful speaking activity and good understanding in speaking must understand deeply.

2.1.2   Types of Speaking

According to (Brown, 2001) there are some types of speaking as follows :

a. Imitative: imitative is the type of performance with the process to imitate a word or sentence.

b. Responsive: this type that consists when teachers and students give each responses or comments to others.

c. Transactional (dialogue) : to convey certain information or discussion interests, transactional language is used transactional language wider than responsive.

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d. Interpersonal (dialogue): Interpersonal values are more complicated for students because they must involve several things such as: daily language, slang, sarcasm or language that is related to deeply emotions. The purpose is to maintain the social relationship.

e. Extensive (monologue): the language used is more formal, and the planning with well prepared.

2.1.3 The function of Speaking

According to (Richards, 2008) there are several function of speaking that are categorized based on their classification. Below are the classification of each function of speaking :

a. Talk as interaction

   The aim of interaction refers what we normally mean by "conversation" and describe social interaction. when meet each other, the people exchange greetings, speak, build a communication, sharing the experiences and so on. in other word the function of speaking as interaction is more than focused on speaker and how they want to present themselves each other, not on the delivered the message.

b. Talk as transaction

   The aim of this type refers to situations where the focus is on what is said or done. Therefore the function of speaking as transaction is not focus

in conversation or interaction but the focus is how to deliver the message and making people understood accurately.

c. Talk as performance

This type is usually used when public appearances, public announcements, and speeches. Talk as performance disparate to interaction or transaction. The function do not need the interaction with audience.

2.1.4   The importance of Speaking

According to (Rao, 2019) In global era communication has an important role in achieving success, language is used as a tool of communication In all sectors. Beside of that, individuals can not accomplish their points, targets and objectives without require appropriate language to communicate. because of that to communicate with people around the globe it require a language. the importance of speaking is the instrument to communication to show the idea to others, there is speaking that taken great pace in communication. Speaking is one of the complicated skills language students got to confront. from the four skills in Learning English speaking considered the most crucial skill. although the students have studied the language for years, they discover some trouble to speak in some situation when it is requested.

So, we may conclude that speaking skills not only useful during teaching and learning, but also in the future the learners really need to have good speaking skill in all things especially in this era.

2.1.5 The Elements of Speaking

According to (Harmer, 2003)there are two elements of speaking. Each element will be explained below

1. **Language Features**

   a. Connected speech: the successful speaker not only must be able to deliver individual English phonemes but rather use connected speech fluently. The produced sounds in connected speech have been carried out several processes such as modified, omitted and added. Because of those reasons, we must involve the students especially in designed activities, to make them usual to use connected speech appropriately.

   b. Expressive devices : the focus of these elements to support the ability to deliver meanings. English native speakers change the stress and pitch of each part of their speech, such as speed and volume also refer to physical interaction. Therefore at least the students are expected to be able to distribute super segmental characters and instruments.

   c. Lexis and grammar: This type usually uses the number of common lexical phrases, especially in the performance of language function. When the students are incriminating in specific language conditions such as job interview. in order be able to create mature preparation. It means that in a particular language situation, the lexical phrases will follow that situation.

d. Negotiation language : The use of negotiation language to effective Speaking is to ask the explanation and indicate what we are saying. Sometimes we require to 'ask for permission' when listening to someone talk.

2. **Mental/Social Processing**

   The ability of productive speakers not only related to knowledge of language skills as mentioned before, but also depends how the fast process require of speaking.

   a. Language processing : the success speaker require to able to understand the language based on their own minds and using that appropriate to the rules, not only understandable, but also convey the expected meaning. the main purpose in learning language especially speaking is to improve students' habits of fast language processing in English.

   b. Interacting with others : The interaction between one or more participants involves the speaking. therefore the good speaking will affecting listening ability.

   c. Information processing : Beside our reactions to other feeling, we have to process the information from them about the moment. it will become unforgettable that this instant reactions is very culture-detail.

22.   **Speaking Ability in Retelling Story**

2.2.1   **The Concept of Speaking**

Retelling story is an activity that tells about an event or thing; as part of storytelling, retelling story is one ability to conduct the students able in learning language especially speaking. According to (Stoutz, 2011), retelling story is one of the ability to require the learners to describe the story appropriately. The learners have to know and memorize which one the important part, sequence and also plot of the story. This activity greatly assists the teacher in knowing the standard of students' ability about what they read and listen.

According to Miller and Pennycuff in (Farhana, 2018), one of the ways to improve learners oral language in the classroom while the learning process is by retelling story. As a part of the speaking activity, retelling story becomes students important details incomprehension. While retelling activity, students summarize their idea by the story and improve their speaking ability.

According to (Rachmawaty & Hermagustiana, 2010) retelling stories force the students to think creatively, conclude what they read and listen, and help the teacher clarify students' comprehension, But it does not memorizing. (Stoicovy, 2004) also states that one benefit of retelling story is to influence the students to increase their ability to convey the information based on what they have read or listened.

Kalmback in (Stoicovy, 2004) states that retelling story is one activity of re-memorizing what the students listened to and read. Furthermore, stoicovy also

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states that in connection to language teaching, retelling technique is used to repair students' comprehension and understanding of discourse.

There are some elements of language skills in retelling stories, such as: (1) setting determining the place and time. The setting is the put or sorts of surroundings where something is situated or where an occasion takes place. (2) The characters who play a role in the story are either people or animals. The character represents the qualities of an individual. (3) The problem refers to the difficulties or struggles faced by the character; at this stage, the conflict begins and determines the character's fate. (4) Sequence of events from at the beginning, the middle, to the end of the story. (5) Solution: how the story is tied up. It means it contains the solution to a problem in the story.

Based on the statements above, the researcher may conclude that retelling a story is one activity while process listening and reading a story and retelling with their own words and sentences. Retelling story not only performed by a text but also through cartoons and movie.

2.2.2 Assesment of Speaking Ability in Retelling Story

According to (Brown, 2004), the assessment has an extensive coverage to controlling, selecting, and motivating students to fulfil public prospect standards. Pellowski in (Farhana, 2018)states that retelling story becomes one of art in narrative stories process in verse/prose. retelling story is a component of authentic assessment that can be introduced by students when performing their

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ability in identifying key story elements According to (Brown, 2004) there are some components of speaking to be assess such as:

1. Grammar

   According to (Hadfield & Hadfield, 2008) Grammar is science that studies language system, how a word formed becomes a sentence, and the combination of them to change the meaning. It means that structure of language Grammar is an essential element in language, and it also regulates how to arrange these elements into meaningful and become understandable elements. A function of grammar is needed to arrange the correct sentence.

2. Pronounciation

   According to (Richards & Schmidt, 2010) states that pronunciation how that sounds are produce, different with articulation that aim to actual speech production in the mouth. Pronounciation influence in speaking because the sounds produce to create the meaning. When learning English initially, the students will establish new habits and resolve their troubles from the first language.

3. Fluency

   According to (Richards & Schmidt, 2010) Fluency is regularly considered the qualities of natural and normal in speech, the use of stress, rhythm, intonation, pausing, rate of speaking and use interactions and interjections. In addition, fluency is the combination with other measures of speaking

dialect particular comprehensibility and accentedness. Fluency as a form of proficiency when expressing something.

4. Vocabulary

According to (Alqahtani, 2015) Vocabulary is one of substantial aspects and important to learn because vocabulary is a number of words that are required to communicate the idea and deliver what the speaker says. Vocabulary is a fundamental part of language proficiency. Vocabulary can help us to improve our ability to pronounce the vocabulary itself.

5. Comprehension

According to (Richards & Schmidt, 2010) Comprehension means identifying intended meaning communication, even spoken or written. Comprehension requires an active process drawing both information in the message and measuring students' ability to respond to what the speaker says and how the way students' respond to oral communication.

2.2.3 Narrative Text

According to (Purba, 2018)states that Narrative text is one of many kinds of retelling; there are oral narrative and written narrative that storyteller usually uses in phrases with the constructive format. According to (Bosede & D.o, 2016) Narrative text is the text that creates to entertain the reader or listener in the different ways, with the purpose to tell the story that has character, plot, conflict and setting. Usually, a narrative text comes from a writer imagination or fictional story. Some kinds include narrative text such as fables, mystery, legends, fairy

tales, romance, horror, science fiction, etc. In addition, even most of the narrative text are imaginary story however there is also factual story like personal life experience.

According to (Sulistyo, 2013)states that the purpose of the generic structure of narrative text is to build the story with focus on series of stages and divide the generic structures as follow : The first is Orientation. The contain of orientation like introduction, introduce who the character is, where the setting and also the time of the story. The second is Complication. In this level tells about the sequence of story. The problem come and the character will found a trouble and show how the character solve the problem. Complication of narrative text in the middle of the story and to make the story more interest the reader or the listener. The third is Resolution, In this part, usually tells the reader how the characters found the solve of problem. The fourth is Re-Orientation in this part retell about the character and then also there are the message or moral value from the story. The last is Evaluation, usually evaluation at the beginning or in re orientation

2.2.4 Relevant Research

There are some research that related to this studies, there are three formerly researches that related with this study. first research is from (Farhana, 2018) with the title "*The influence of retelling story technique in improving students' speaking skill by using picture at the first grade students of SMAN 3 Bandar Lampung*" this research was focusing to improvement on students speaking skill through retelling story by using picture series. in this research the

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researcher used pre-test and post-test. The finding of this research show there was a significant improvement in students' speaking ability.

The second was conducted by (Suhana, 2020) with the title *"An Analysis of Students' Speaking Ability in Retelling Story at Tenth Grade STATE ISLAMIC SENIOR HIGH SCHOOL 2 KAMPAR"*. This research aims to analyze and determine the circumstance of students' speaking ability of state Islamic senior high school 2 Kampar based on the characteristic appropriate speaking ability in retelling story. the concluding of that research is that students' speaking ability in retelling story the categorized was enough level as dominant.

The third (Fitri, 2020) conducted her research entitled *"An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text of the Second Grade Students at SMP YLPI RIAU P.Marpoyan Pekanbaru"*. Her research shows that the average score of each speaking component, that pronunciation component was 2.8, students ability in grammar was 3.5, students vocabulary was 3.2. For students fluency was only 2,7 and the last students comprehension was 2,8. in conclusion research finding showed that the second grade students' speaking ability in retelling descriptive text at SMP YLPI Marpoyan was categorized good and dominant problem faced is on fluency component..

Based on the research above, the researcher is interested to analyze students' speaking ability in retelling story. the research above has difference and similarities with this research, the differences in time and setting place for the

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research. focus of the research and method of the research then the similarity with

this research discusses about students speaking ability and retelling story.

2.2 Conceptual Framework

Chart 1 Framework

An Analysis Of Students' Speaking Ability in Retelling Story at the Third Semester English Language Education of FKIP UIR

↓

Speaking Ability in Retelling Story

↓

Component of Speaking

Based on Brown 2004

↓

1. Pronounciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

↓

Analyze the video of students' speaking when retelling story

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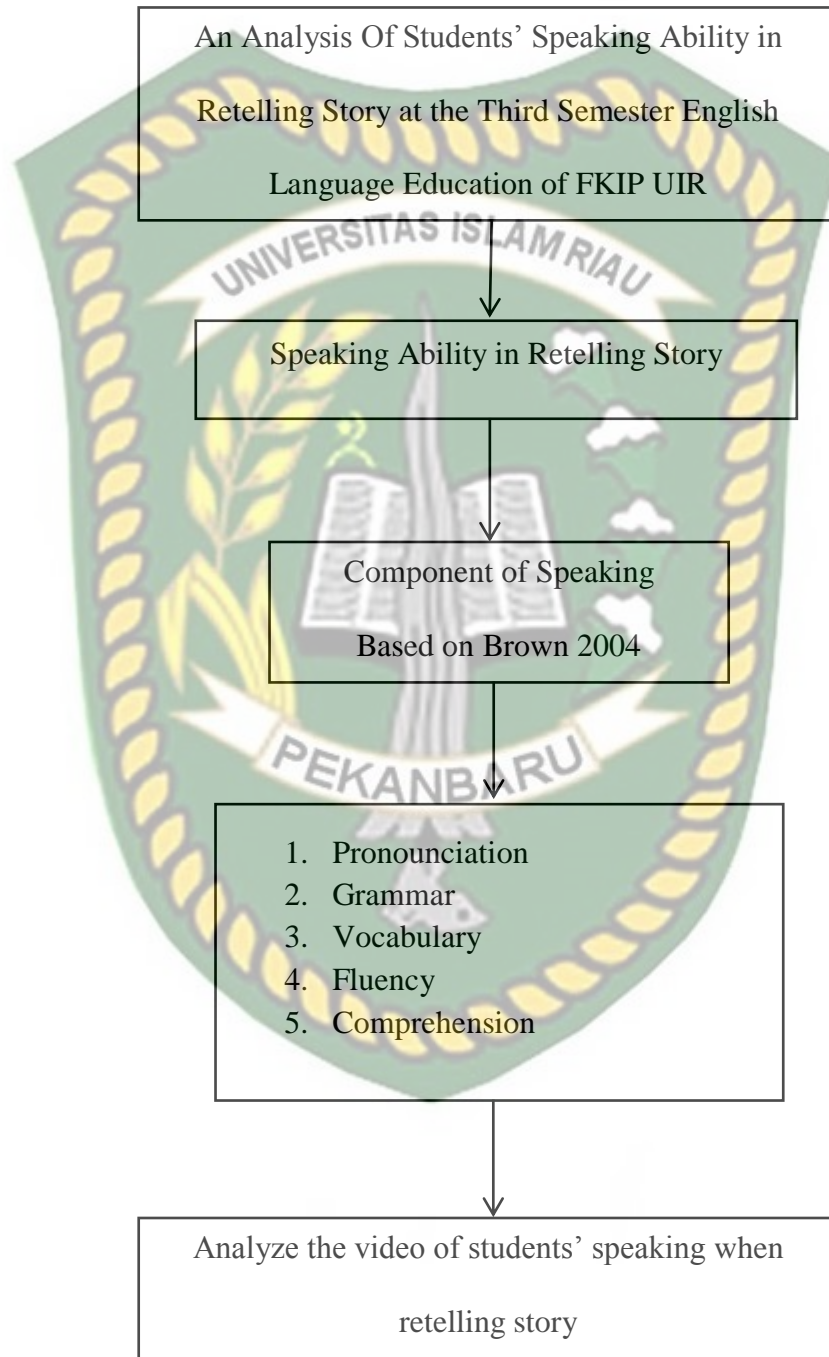
This research was analyse students' speaking ability in retelling story with the speaking test as an instrument the students were retold about the narrative text. The theme of the story is about the traditional story from Riau the title was The Legend of Dedap Durhake. The technique to collect the data was by using video, and each student will make the video with a specific time from the researcher about that story, and raters have been assess the speaking test. The assessment of the speaking test based on five components of speaking such as Vocabulary, Fluency, Grammar, Pronunciation and Comprehension. After all the data are collected and finished assessing, the researcher was analyse the result.
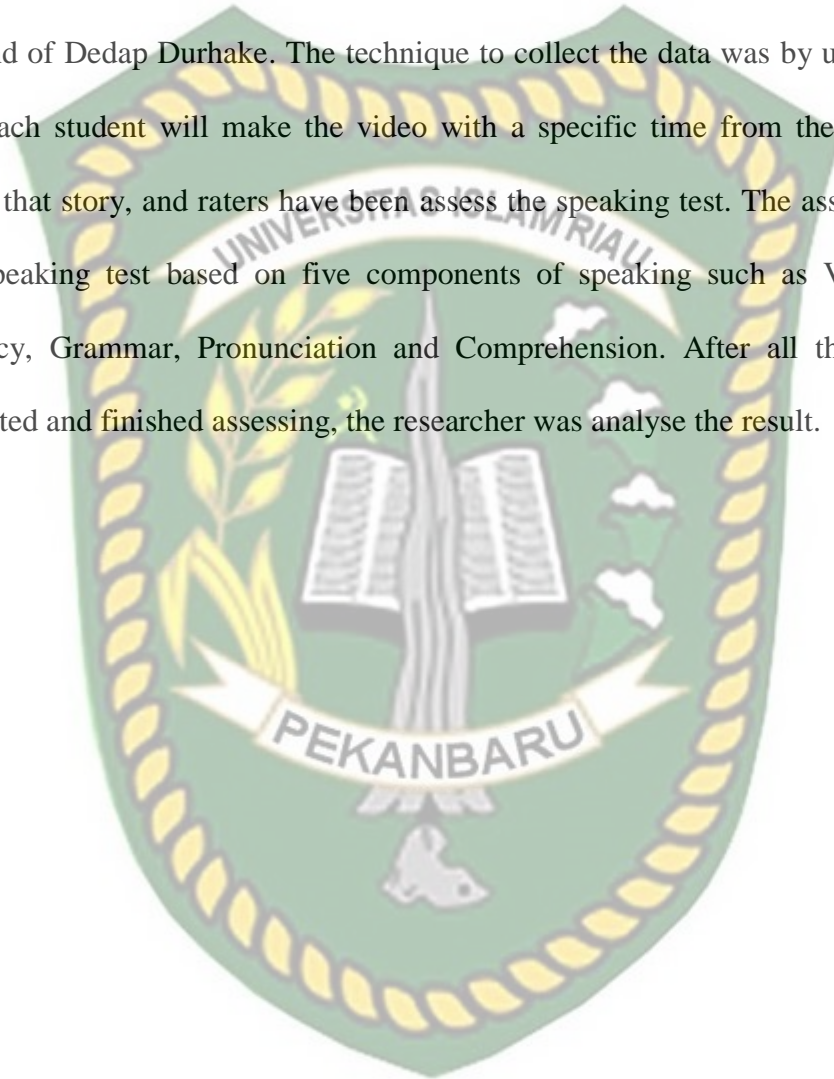
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is a plan to collect and process the data. The design of this research is qualitative research. Qualitative research is related to illustrating and interpreting the data. According to (Creswell, 2014), qualitative research is one effective model used by the researcher as a natural setting to develop the detail of quality in actual experiences and the intensity of qualitative research able to provide an intricate textual description about researchers' issue. Explaining this case, the researcher would describe the students' speaking ability in retelling story. The researcher will conduct this study by students' speaking video. The analysis of the speaking test is based on five components of speaking: pronunciation, vocabulary, grammar, comprehension, and fluency.

3.2 Location and time of the Research

This research was conducted online at the third semester of English Language Education Study Program of FKIP UIR which located at Jalan Kaharudin Nasution No 113. The time of this research start from Oktober 2021 to December 2021.

3.3 Research Design Population and Sample of The Research

3.3.1 Population of the Research

According to (Sugiyono, 2015) Population is universe units that consist of subject and object that have certain characteristic to be researched and discover a conclusion. Population of this research was the third semester English Language Study Pogram Derpartment of FKIP UIR. the total number of population are 76 students which consist of two classes.

Tabel 3.1 The Population of the Research

No.	Name of Class	Number of Students
1	A	40
2	B	36
	TOTAL	76

In Addition, According to (Al kindy et al., 2016), sample a few individuals that are taken as an example to represent several large populations of people. In this case, the technique that was to taken the sample is purposive sampling method. According to (Gay et al., 2012) stated that purposive sampling as judgment sampling is the process to sort a sample that is believed to be representative of a given population. In this case, the researcher chooses one of the third semester students' classes as a sample through purposive technique sampling. Then, the researcher was choosen A class as a sample with the total number of the students are 40 students.

3.4   Instrument of the Research

In this research, the instrument is crucial in order to get the data. According to (Sugiyono, 2015) the instrument is a measuring tool used to examine and observe natural and social phenomena for collecting the data. The researcher was used speaking test as instruments of the research. Below are the explanation of the instruments as follow:

3.4.1   Speaking Test

in this research, the researcher was used speaking test to collected the data for knowing students' speaking ability in retelling story.

3.4.2. Narrative Text

In this researcher, the researcher was used narrative text as material for speaking test, the text about traditional story from Riau with the title "The Legend of Dedap Durhake". It was used to analysed students' speaking ability based on five components : pronounciation, grammar, vocabulary, fluency, and comprehension.

3.5   Data Collection Technique

In collecting the data, the researcher using a speaking test as an instrument. To collect the data, the researcher is doing the observation while learning time by class conference video because pandemic situation is do not allow that the researcher to directly to the field .therefore data collection technique requires to obtain and complete the information in this research. The following are steps to collect the data :

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1. The researcher asked permission from Head of English Language Education.

2. The researcher asked permission from the lecturer..

3. Then, the researcher joined in 3A class as a sample class' Whatsapp group.

4. The researcher asked sample class to join zoom meeting on 3 November 2021 to explain and gives the instruction about the rules of speaking test.

5. The material of the speaking test is narrative text about traditional story from Riau with the title "Dedap Durhake".

6. The students were given time to practice around three days to retelling story, the duration to retelling story 1 to 3 minutes.

7. After three days, on 6 November 2021 the researcher asked and reminded the students to submitted their video by using Whatsapp.

8. After students' speaking test in retelling story video was collected, the researcher makes the script based on students' speaking.

9. Next, the researcher asked the raters to assessed students' speaking video based on components of speaking.

10. The next stage, the researcher classified the level of student speaking skill using predetermined formula.

11. The last the researcher concluded the result of students speaking test and also discovered what the most difficulties in students speaking.

3.6 Data Analysis Technique

This research used qualitative research. According to (Sugiyono, 2015) qualitative research focus on analysing the data is carried out since before entering

the field, during and until finishing. To obtain and conclude the data, this research was used qualitative as a data analysis technique and gives a detailed description.

After collecting the data, in this research, to analysed and given the scores, the researcher used a rubric about students' speaking test to make it easy to process analysing the data. The ratters will analyse the result. The first ratter was Wahyu Putra Romanudin.S.Pd as English tutor at MEC Indonesia.The next ratter was Anisya Ulkhairi.M.Pd. as English teacher at MTs Tahfizh Rabbaniy Pekanbaru . As for the speaking scoring aspects adapted from (Brown, 2004) as follows :

Tabel 3.2 The Scoring Rubric of Speaking Skill

Aspects	Score	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker us to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional

		topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary in broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms. colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language

		experience, can not understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
	2	Can get the gist of most conversations of non technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language agrees for implied level of fluency.)
	2	Can handle with confidence but jot with facility most social situations , including indications and casual conversations about currents events, as well as work family, and autobioghraphical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of

		his experience with a high degree of fluency.
	5	Has complete fluency in the language in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but cannot be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is indelible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronounciation are quite rare
	5	Equivalent to and fully accepted by educated native speakers.

After collecting scores based on students' speaking test, then their each scores aspect follow predetermined criteria. For details it shown in table 3.3 as follows :

Tabel 3.3 Predetermined criteria

Aspect	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5

Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

In order to obtain the data, and to know the scores of the students, the researcher

used the formula that adapted from Arlin in Yanti (2017)

$$SA = \frac{P+G+V+F+C}{5}$$

SA : Students' Speaking Ability

P : Pronounciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Then in order to classify the level of the students the following scale is used :

Tabel 3.4 Classification of Speaking

Category	Score
Excellent	4.2-5.0

Very Good	3.4-4.1
Good	2.6-3-3
Poor	1.8-2.5
Very Poor	**1.0-1.7**

(Adapted from Arlin in Yanti,2017)
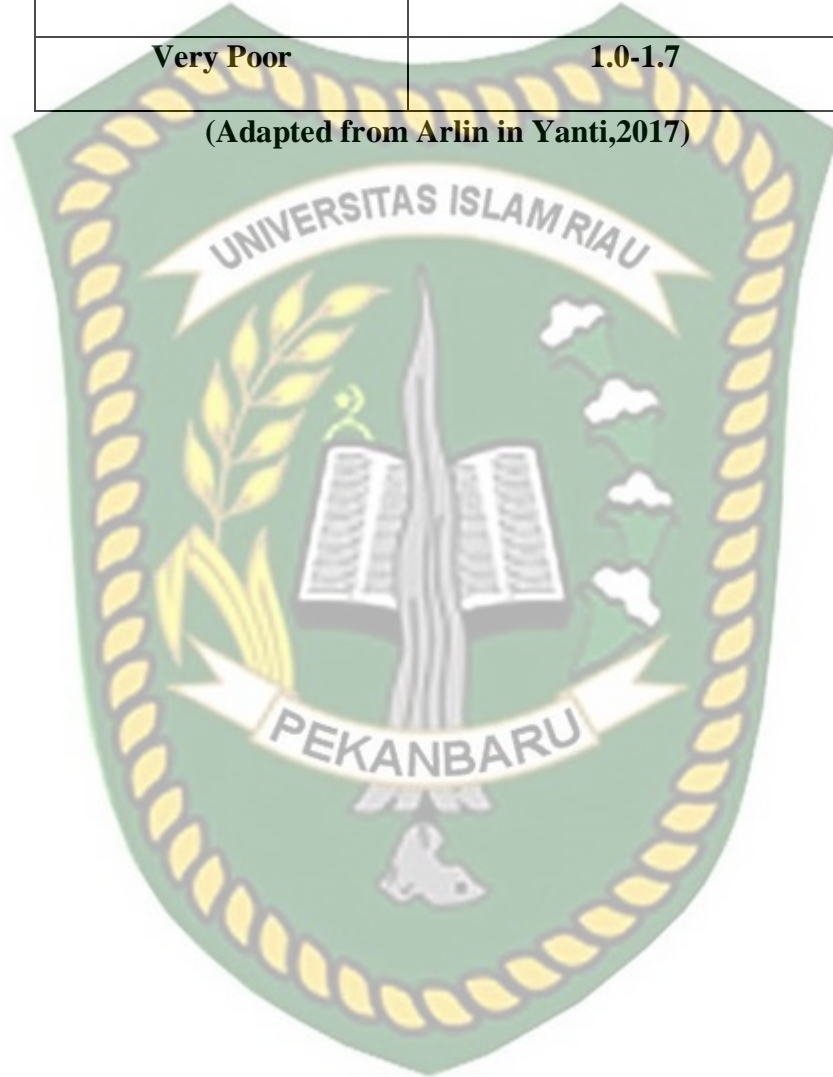
CHAPTER IV

RESEARCH FINDING

4.1. Data Description

In this chapter, the researcher present the result of the data from the students' speaking test in retelling a narrative text about Dedap Durhake. The score of the test consist of five indicators of speaking such as pronounciation, grammar, vocabulary, fluency and comprehension then the researcher classify student's score from each component. The data was taken in the third semester English Language Study Program of FKIP UIR. The total sample were 27 students and it was done 4th-6th October 2021..

4.2. Data Analysis

4.2.1. Pronounciation

Tabel 4.1 Student's Pronounciation Scores

No.	Rater 1	Rater 2	Mean
1	2	2	2
2	4	3	3,5
3	4	3	3,5
4	1	2	1,5
5	3	4	3,5
6	3	3	3
7	3	3	3
8	3	2	2,5
9	3	4	3,5
10	3	2	2,5
11	4	3	3,5
12	4	4	4
13	4	3	3,5
14	3	3	3

15	3	2	2,5
16	4	4	4
17	1	2	1,5
18	3	3	3
19	3	3	3
20	4	3	3,5
21	4	3	3,5
22	4	4	4
23	3	3	3
24	4	4	4
25	4	4	4
26	3	4	3,5
27	2	2	2
TOTAL			84
MEAN			3,1

The table above shows about the result of student's pronounciation scores from first rater ,second rater, and also average scores.

1. **Students 1**

The first student, She got 2 scores in Pronounciation because her accent was intellebled though often quite faulty. The following are the examples of her mispronounciation during speaking performanced :

1. Soon (son) should be /suːn/

2. Damnet (damned) should be /dæmd/

3. Homtoon (hometown) should be /ˈhoʊm.taʊn/

4. Wantit (wanted) should be /ˈwɑːn.t̬ɪd/

5. Bisinss (business) should be /ˈbɪz.nɪs/

6. Wen (went) should be /went/

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7. Wash (was) should be /wəz/

8. Flet (felt) should be /felt/

9. Sin (seen) should be /sin/

2. Students 2

The second student's performed in retelling story about Dedap Durhake got 3,5 scores in pronounciation. She got 3,5 because her errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. Her mispronounciation in retelling about Dedap Durhake such as :

1. Homtown (hometown) should be /ˈhoʊm.taʊn/

2. Bikem (became) should be /bɪˈkeɪm/

3. Pyur (poor) should be /pʊr/

4. Sengs (sank) should be /sæŋk/

3. Students 3

The third student got 3,5 in pronounciation scores because his errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. The words that mispronouncing during retelling Dedap Durhake such as :

1. Homtown (hometown) should be /ˈhoʊm.taʊn/

2. Angeri (angry) should be /ˈæŋ.gri/

3. Arrogantly (arrogantly) should be /ˈer.ə.gənt.li/

4. Ailand (island) should be /ˈaɪ.lənd/

5. Trabel (trouble) should be /ˈtrʌb.əl/ /ˈbraɪt.li/

6. Braightly (brightly) should be /ˈbraɪt.li/

4. Students 4

The average pronounciation scores of fourth students was 1,5 and as dominant problem of her speaking because her erros was frequent but can not be understood by a native speaker used to dealing with foreigners attemping to speak her language. The following are the examples of her mispronounciation :

1. Sinc (since) should be /sɪns/

2. Established (established) should be /ɪˈstæb.lɪʃt/

3. Homtown (hometown) should be /ˈhoʊm.taʊn/

4. Insistd (insisted) should be /ɪnˈsɪst/

5. Slamed (slummed) should be /slʌm/

6. Riturn (return) should be /rɪˈtɝːn/

7. Pest (Past) should be /pæst/

8. Aegaiin (again) should be /əˈgen/

9. Lift (leave) should be /liːv/

10. Weis (was) should be /wɑːz/

11. Eis (eyes) should be /aɪs/

12. Wine (one) should be /waɪn/

13. Plan (plants) should be /plænts/

5. Students 5

The fifth student's performed her speaking and retold about Dedap Durhake got 3,5 in pronunciation because her erorrs never interfere with understanding and

rarely disturb the native speaker. Accent may be obviously foreign the examples
that misspronounce such as :

1. Homtown (hometown) should be /ˈhoʊm.taʊn/

2. Pyur (poor) should be /pʊr/

3. Sakesful (Successful) should be /səkˈses.fəl/

4. Wen (Want) should be /wɑːnt/

5. Tru (Two) should be /tuː/

6. Students 6

The student 6 got 3 in pronunciation because her erorrs never interfere with
understanding and rarely disturb the native speaker. Accent may be obviously
foreign the examples that mispronounce during retelling story such as :

1. Ailand (island) should be /ˈaɪ.lənd/

2. Suksidid (succeeded) should be /səkˈsiːd/

3. Prisaiz (precise) should be /prəˈsaɪs/

4. Entuari (estuary) should be /ˈes.tu.er.i/

7. Students 7

The student' 7 in pronounciation component during retelling narrative text
about Dedap Durhake was 3. He got 3 because his errors never interfere with
understanding and rarely disturb the native speaker, and accent may be obviously
foreign. His mispronounciation in retelling about Dedap Durhake such as :

1. Son (son) should be /sʌn/

2. Slamed (slummed) should be /slʌm/

3. Aeis (eyes) should be /aɪs/

4. felltt (felt) should be /felt/

5. Dissapoin (disappointed) should be /ˌdɪs.əˈpɔɪn.t̬ɪd

8. **Students 8**

Students 8 got 2,5 scores in pronouncation in retelling Dedap Durhake, she got 2,5 because her accent was indelibled though often quite faulty. The following are the examples of her mispronounciation during speaking performanced such as:

1. Soon (son) should be /suːn/

2. Riturn (return) should be /rɪˈtɝːn/

3. Pyur (poor) should be /pʊr/

4. Trabel (trouble) should be /ˈtrʌb.əl/ /ˈbraɪt.li/

5. Sengs (sank) should be /sæŋk/

6. Krus (cursed) should be /ˈkɝːst/

7. Honton (hometown) should be /ˈhoʊm.taʊn/

8. Trun (turned) should be /tɝːn/

9. **Students 9**

Then student 9 got 3,5 scores in pronunciation. His pronounciation was 3,5 scores because his errors never interfere with understanding and rarely disturb the native speaker, and accent may be obviously foreign the following are of her misspronounciation :

1. Caeil (child) shoud be /tʃaɪld/

2. dedaise (decide) should be /dɪˈsaɪd/

3. Say (day) should be /deɪ/

4. Upset (upset) should be /ʌpˈset/

5. Sun (son) should be /sʌn/

6. Hier (her) should be /hɝː/

10. **Students 10**

The tenth student got 3scores in pronounciation, She got 3 because her erorrs never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign the examples that misspronounce such as.

1. Der (there) should be /ðer/

2. Laif (live) should be /lɪv/

3. Derfoor (therefore) should be /ˈðer.fɔːr/

4. Konvin (convince) should be /kənˈvɪns/

5. Wants (once) should be /wɒnts/

6. Chance (change) should be /tʃeɪndʒ/

7. Sen (son) should be /sʌn/

8. Rekignis (recognize) should be /ˈrek.əg.naɪz/

11. **Students 11**

The student 11 got 3,5 scores in pronounciation she got 3,5 because her errors never interfere with understanding and rarely disturb the native speaker and the accent may be obviously foreign.

1. Por (poor) should be /pʊr/

2. Aloned (alone) should be /əˈloʊn/

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3. Persen (person) should be /ˈpɝː.sən/

4. Prai (pray) shuld be /preɪ/

12. Students 12

The student 12 got 4 scores in pronounciation because her errors in pronounciation are quite rare. From her speaking when retelling Dedap Durhake there is only one word that mispronouncing according to raters :

1. An (and) should be ænd/

13. Students 13

The student' 13 got 3,5 scores in pronounciation.She got 3,5 because her errors never interfere with understanding and rarely disturb the native speaker. And her accent may be obviously foreign.The following are the examples of her mispronounciation during retelling Dedap Durhake :

1. Migret (migrate) should /ˈmaɪ.greɪt/

2. Engry (angry) should be /ˈæŋ.gri/

3. Hansem (handsome) should be /ˈhæn.səm/

4. Dat (that) should be /dæd/

5. Drak (dark) should be /dɑːrk/

14. Students 14

The speaking ability of student' 14 in retelling story of Dedap Durhake in pronounciation component was 3 because her errors never interfere with understanding and rarely disturb the native speaker. And her accent may be obviously foreign.The following are the examples of her mispronounciation :

1. Rekoknaiz (recognize) should /ˈrek.əg.naɪz/

2. Perens (parents) should be /ˈper.ənt/

3. eys (eyes) should be /aɪ//

4. Der (there) should /ðer/

5. Vers (versions) should be /ˈvɜː.ʃən/

15. Students 15

The speaking ability of student' 15 was 2,5 in pronounciation component, because during speaking performance in retelling Dedap Durhake her accent is indelible though often quite faulty. The following are the words that mispronouncing such as :

1. Bikom (become) should /bɪˈkʌm/

2. Ritun (returned) should be /rɪˈtɜːnd/

3. syip (ship) should /ʃɪp/

4. Islen (island) should be /ˈaɪ.lənd/

5. Dem (damned) should be /dæmd/

6. Homton (hometown) should be /ˈhoʊm.taʊn/

7. Peren (parents) should be /ˈper.ənts/

8. Retruun (return) should be /rɪˈtɜːn/

9. Sep (sank) should be /sæŋk/

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16. Students 16

The scores of student' 16 in pronounciation component was 4 she got 4 because his errors in pronounciation are quite rare during her speaking performanced. The example of words that mispronounce :

1. Had (had) should be /həd/

17. Students 17

Student' 17 In pronounciation got 1,5 scores because her errors in pronunciation are frequent but cannot be understood by a native speaker used to dealing with foreigners attempting to speak his language. During retell Dedap Durhake threre are some words that her mispronounciation :

1. Slammet (slummed) should /slʌm/

2. Son (son) should be /sʌn/

3. Syip (ship) should be /ʃɪp/

4. Person (person) should /ˈpɝː.sən/,

5. Hamton (hometown) should be /ˈhoʊm.taʊn/

6. Basnis (business) should be /ˈbɪz.nɪs/

7. Femli (family) should be /ˈfæm.əl.i/

8. Forguten (forgotten) should be /fɚˈget/

9. Otset (outside) should be /ˈaʊt.saɪd/

10. Where (were) should be /wer/

11. Levin (left) should be /left/

12. Trii (there) should be /ðer/

13. Pader (father) should be /ˈfɑː.ðɚ/

14. graw (grew) should be /ɡruː/

15. Jening (genuine) should be /ˈdʒen.ju.ɪn/

18. Students 18

The student' 18 in pronounciation component during retelling narrative text about Dedap Durhake was 3. He got 3 because his errors never interfere with understanding and rarely disturb the native speaker, and accent may be obviously foreign. His mispronounciation in retelling about Dedap Durhake such as :

1. Son (son) should be /sʌn/

2. Slamed (slummed) should be /slʌm/

3. Aeis (eyes) should be /aɪs/

4. felltt (felt) should be /felt/

5. Dissapoin (disappointed) should be /ˌdɪs.əˈpɔɪn.tɪd/

6. Sip (ship) should be /ʃɪp/

19. Students 19

The speaking ability of student' 19 in pronounciation component scores in retelling story was 3. She got 3 because her errors never interfere with understanding and rarely disturb the native speaker, and accent may be obviously foreign. The words that mispronounce during retelling Dedap Durhake such as :

1. Olmos (almost) should be /ˈɑːl.moʊst/

2. rikognais (recognize) should be /ˈrek.əɡ.naɪz/

3. kalld (called) should be /kɑːl/

4. prisent (present) should be /ˈprez.ənt/

5. Similiar (similar) should be /ˈsɪm.ə.lɚ/

6. Irli (early) should be /ˈɝː.li/

7. Mesaj (message) should be /məˈsɑːʒ/

20. Students 20

The student' 20 speaking ability while retelling Dedap Durhake in pronounciation component was 3,5. He got 3,5 scores because his errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.. The examples in mispronounce such as :

1. Lijen (legend) should be /ˈledʒ.ənd/

2. Trabel (trouble) should be /ˈtrʌb.əl/

3. Saan (son) should be /sʌn/

21. Students 21

The student' 21 scores in pronounciation component was 3,5 in retelling Dedap Durhake. Her pronounciation was 3,5 scores because her errors never interfere with understanding and rarely disturb the native speaker, and accent may be obviously foreign the following are of her misspronounciation :

1. Peur (poor) should be /pʊr/

2. Wun (one) should be /wʌn/

3. Dad (died) should be /daɪ/

4. Hepened (happened) should be /ˈhæp.ən/

5. Forget (forgot) should be /fɚˈgat

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6. Bikam (became) should be /bɪˈkeɪm/

22. Students 22

The student' 22 In pronounciation while retelling Dedap Durhake was 4 she got 4 because her errors in pronounciation are quite rare. the words that mispronounce when speaking performanced such as :

1. Englan (islands) should be /ˈaɪ.lənd/
2. Rijensi (regency) should be /ˈriː.dʒən.si/
3. Lokatit (located) should be /loʊˈkeɪt/

23. Students 23

The student 23 got the 3 in pronounciation. She got 3 during retelling Dedap Durhake because her errors never interfere with understanding and rarely disturb the native speaker and her accent may be obviously foreign. The words that mispronounce such as :

1. Demind (damned) should be /dæmd/
2. Homton (hometown) should be /ˈhoʊm.taʊn/
3. Sukses (success) should be /səkˈses/
4. Paren (parents) should be /ˈper.ənts/
5. Feiss (face) should be /feɪs/
6. Wiere (were) should be /wɝː/
7. Bicam (become) should be /bɪˈkeɪm/

24. Students 24

   The student' 24 got 4 scores in pronounciation while speaking performance in retelling Dedap Durhake he got 4 scores because his errors in pronounciation are quite rare. The examples mispronounce during speaking :

1. Disapoin (disappointed) should be /ˌdɪs.əˈpɔɪn.t̬ɪd/

2. Slam (slummed) should be /slʌm/

25. Students 25

   The student' 25 got 4 scores in pronounciation while speaking performance in retelling Dedap Durhake she got 4 scores because her errors in pronounciation are quite rare. The examples mispronounce during speaking such as :

1. Sukses (success) should be /səkˈses/

2. Persn (parents) should be /ˈper.ənts/

3. Persen (version) should be /ˈvɝː.ʃən/

26. Student 26

   The scores of student' 26 during retelling Dedap Durhake in pronounciation component was 3,5. She got 3,5 because his errors never interfere with understanding and rarely disturb the native speaker and her accent may be obviously foreign. The words that mispronounce such as :

1. Sheep (ship) should be /ʃɪp/

2. Slam (slummed) should be /slʌm/

3. Humtaun (hometown) should be /ˈhoʊm.taʊn/

4. Rikuares (requires) should be /rɪˈkwaɪrs/

5. Proferti (poverty) should be /ˈprɑːpɚˌt̬i/

6. Flet (felt) sould be /felt/

27. Student 27

The student' 27 got 2 in pronunciation because during retelling narrative text abou Dedap Durhake his accent was intellible though often quite faulty, Some words that mispronouncing such as :

1. Ailan (island) should be /ˈaɪ.lənd/

2. homtun (hometown) should be /ˈhoʊm.taʊn/

3. derr (there) should be /ðer/

4. Dem (damned) should be /dæmd/

5. Por (poor) should be /pʊr/

6. Forjoten (forgotten) should be /fɚˈget/

7. Sip (ship) should be /ʃɪp/

8. Akss (asked) should be /æsk/

9. Geniien (genuine) should be /ˈdʒen.ju.ɪn/

10. Eies (eyes) should be /aɪ/

11. Vressyeen (versions) should be /ˈvɝːʃən/

4.2.2. Grammar

Tabel 4.2 Student's Grammar Scores

NO	Rater 1	Rater 2	Mean
1.	2	3	2,5
2.	3	3	3
3.	3	3	3
4.	2	3	2,5

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5.	3	3	3
6.	4	4	4
7.	2	3	2,5
8.	3	3	3
9.	2	2	2
10.	2	2	2
11.	3	4	3,5
12.	3	4	3,5
13.	2	3	2,5
14.	3	4	3,5
15.	3	3	3
16.	3	3	3
17.	3	4	3,5
18.	3	2	2,5
19.	4	3	3,5
20.	3	2	2,5
21.	3	3	3
22.	3	3	3
23.	3	2	2,5
24.	3	2	2,5
25.	4	4	4
26.	3	3	3
27.	4	4	4
Total			80,5
Mean			2,9

The table above shows about the result of student's grammar scores from first rater ,second rater, and also average scores.

1. **Students 1**

First student' got 2,5 scores in grammar component, because during retelling Dedap Durhake she can usually handle elementary constructions quote accurately

but did not have through or confident control of grammar. the examples incorrect grammar :

1. "There are nonlife in this island", the word of to be "are" is not correct with the context of the text and should be "was".

2. "these" based on the context the word "these" unsuitable. should be replaced "this".

3. "he had forgotten about his parents". the word "forgotten" unsuitable with the text, because in retelling story especially narrative text should be using past tense that using past simple (verb 2) the correct one should be "forgot".

2. Students 2

The student' speaking ability scores in grammar component, got 3 scores, she got 3 because the grammar control was good and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.The following are some errors grammar in her speaking performed :

1. "there is a boy" the word "is" incorrect with the context of the text because narrative text and the retell the story should using past tense and should be changed "was".

2. "His parents are poor family" the word "are" also incorrect and should be replaced "were".

3. **Students 3**

Third student in grammar component during retelling Dedap Durhake got 3 scores because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics The following are some grammar errors in her speaking :

1. "His parents are poor family" the word "are" also incorrect with the context of the text and should be replaced "were".

2. "The could not be see", the use of to be "see" unsuitable with context and should be "seen".

4. **Students 4**

The fourth student got 2,5 in grammar component, because she can usually handle elementary constructions quite accurately but does not have through or confident control of grammar. there same examples that incorrect grammar during retelling Dedap Durhake :

1. The word "Arrive" should be add "ed" because the text was past tense.

2. "They live his ship" the word "live" unsuitable with the text, because in retelling story especially narrative text should be using past tense that using past simple (verb 2) the correct one should be "left".

3. "He and his parents come frome" the word come unsuitable with the context of the text. should be "came".

5. **Students 5**

Student' 5 in grammar component in retelling Dedap Durhake got 3 scores because the grammar control was good. We can see from her script that there are some grammar errors in her speaking :

1. "back", the use of verb "back" should be "went back".
2. "because the miss him", the use of to verb "miss" is incorrect and should be "missed"
3. "live", this is incorrect because in this case should add "ed" at the end of word and the correct one is "lived".

6. **Students 6**

The student's 6 performed retelling Dedap Durhake in grammar component scores was 4, She got 4 scores because she able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare the incorrect grammar during her speaking :

1. "live", this is incorrect because in this case should add "ed" at the end of word and the correct one is "lived".

7. **Students 7**

The 7 student' got 2,5 scores in grammar component, he got 2,5 because he can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. But, we can see from his script during retelling Dedap Durhake that there are incorrect grmmar such as:

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1. "His mother says" the word "says" in this context was incorrect and should be "said".

2. "she will save" the words "she" was icorrect because the subject mean in this context is Dedap and the appropriate one should be "He". in this sentence the word "will" also incorrect and should be "would".

3. "Change" the word should be "ed" at the end of words become "changed".

4. "Promises" the mentioned "promises' was inccorect and should be "promised".

8. Students 8

The 8 student'got 3 in grammar component, her scores was 3 in grammar because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics the errors grammar during retelling Dedap Durhake such as :

1. "one days" the word "days" do not need add "s' at the end because it was singular and should be "day".

2. "Parent" this is incorrect because consist of Dedap's mother and father and should be "parents".

9. Students 9

The ninth student' in retelling Dedap Durhake got 2 scores in component grammar because she can usually handle elementary constructions quite

accurately but does not have thorough or confident control of grammar. The following are some grammar errors in her speaking :

1. The words "comes", "tells", "live", "says", "are", "is", there word should be "came", "told", "lived", "said", "were", and "was" because it must be past tense. and

2. the use of" "she" in sentence she mother's description" is not correct the correct one is using "his" and also the word "her" also incorrect because possessive pronoun for Dedap should be "his".

3. "Dedap decides" the word "decides" was incorrect grammar because did not need "s" but should be replace add "ed" become "decided".

10. Students 10

The tenth student' scores was 2 in grammar because from her speakin in retelling story she can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.The errors of her grammar for instance :

1. "..Dedap want the fate of his family" the word "want" unsuitable with the context of the text and should be add "ed" at the end of word to be"wanted".

2. "..Dedap ask for permission", the word "ask" should be add "ed" at the end of word to be "asked".

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3. ".. He come to settle some business" the word "come" unsuitable with the context of Dedap Durhake because should be past tense and the correct one is "came".

11. Students 11

Student' 11 got 3,5 scores in grammar because her grammar was good.In retelling Dedap Durhake she able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. From her speaking her example unsuitable grammar instead:

1. ".It mad his parent mad" the word "parent" should be add "s" at the end because "parents" meaning in context was plural.

12. Students 12

The student' 12 got 3 scores in grammar in retelling Dedap Durhake, during her speaking the ontrol of grammar was good. Then able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. But there are still errors during her speaking suc as :

1. "to meet his son" the use of "his" here was incorrect because in sentence before for Dedap parents. So, the correct possessive pronoun shloud be "their".

2. "hisself" the reflecxive pronoun here was incorrect and should be "himself".

13. Students 13

Then student 13 scores was 2,5 in grammar component. because her grammar can usually handle elementary constructions quite accurately but does not have through or confident control of grammar in retelling Dedap Durhake. The erors grammar during her speaking performanced for instance :

1. "Dedap and his family are poor" the word "are" unsuitable with the context of the text and should be replaced "were"

2. "Dedap is also successful" the word "is" also unsuitable with the context because narrative text using past tense and the word "is" should be "was".

3. "Become respected person" the word "become" here was incorrect with the context of the text and should be "became" as past tense.

4. "His family are poor families" the word "families" was incorrect because only dedap's family and do not need to add "ies "at the end of word and should be "family".

14. Students 14

The student' 14 got 3 scores in grammar because her grammar was good and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. During retelling Dedap Durhake there are still erors such as :

1. "His son's name is Dedap" to be is was not appropriate with the context and should be changed "was".

2. "He and his parent" the word "parent" should add "s" because plural.

15. Students 15

The 15 student' got 3,5 in grammar because in retelling Dedap Durhake the control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. However still there is only eror in grammar such as : "..return to his hometown" the word "return" should be add "ed" at the end of word".

16. Students 16

The student' 16 She got 3,5 scores in grammar while retelling story because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. the example of incorrect grammar in sentence"..his father did not want to return" the word "return" should be add "ed" at the end of word because the context of the text using simple past tense.

17. Students 17

The student 17 got 3,5 scores in grammar because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. The examples of eror grammar in sentence "He and his parent" the word "parent" should add "s" at the end of word because plural.

18. Students 18

The 18 student' got 2 scores in grammar component, he got 2 scores because in retelling Dedap Durhake he can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.. His grammatical error such as :

1. "his parents are poor family" the word "are" was incorrect to the context and should be "were", because using simple past tense.

2. "One day he go back" the word "back" also incorrect ad should be "went".

3. "They could be see" the word "see" incorrect to the context of text Dedap Durhake and should be "seen".

4. "There were two version toward the people" the word "version" should be add "s" at the end of word because plural.

19. Students 19

The 19 student' got 3,5 in grammar because in retelling Dedap Durhake the control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. However still there is only eror in grammar in sentence "name Dedap village" the word name should add "ed" because past tense.

20. Students 20

The student' 20 got 2,5 scores in component grammar because he can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar In retelling Dedap Durhake his erors for Instance :

1. "The son is named dedap" the word "is" incorrect to the context and should be replaced "was".

2. "He and his parents are poor family" the word "are" was incorrect should be replaced "were".

3. "Ask them to go away" the word "ask" should be add "ed" at the end of word.

21. Students 21

The student' 21 got 3 scores in grammar because her grammar was good and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topicsIn this case her error in grammar while retelling story instead :

1. "They are a poor family" the word "are" incorrect to the context and should be replaced "were".

2. "His name is mempelam manis" the word "his" was incorrect to this context and should be replaced "it's".

3. "Their lives" the word "lives" was incoret with the context and should be replace "lived".

22. Students 22

The student' 22 got 3 scores in grammar because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics the eror grammar during retelling story in sentence "also not want" thie sentence was not uppropriate and should add "did" become "also did not want.

23. Students 23

The student' 23 got 2,5 scores in grammar component, because she can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. Her errors in grammar while retelling Dedap Duehake such as :

1. "He had forgotten all his story" the word "forgotten" unappropriate with the text and should be changed "forgot".

2. "The son named is Dedap" the word "is" was incorrect and should be changed "was" because as past tense.

3. "His parents are poor family" the word "are" also incorrect with the context and the correct one is "were".

24. Students 24

The student 24 got 2,5 scores in grammar component because he can handle elementary constructions quite accurately but does not have thorough or confident

control of grammar. formal and informal conversations on practical, social and professional topics. The erors during his speaking performance for Instance :

1. "The son named is Dedap" the word "is" was incorrect and should be changed "was" because as past tense.

2. "His parents are poor family" the word "are" also incorrect with the context and the correct one is "were".

3. "They were not his parent" the word "parent" should be add "s" because plural.

25. Students 25

The student got 4 scores in component grammar and able to use the language accurately on all levels normally pertinent to professional needs. During retelling Dedap Durhake his errors in grammar are quite rare.. The incorrect grammar in word "slumm" and should add "ed" at the end of word.

26. Students 26

The student' 26 scores in grammar, she got 3 scores because the grammar control was good. Then able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics The inaccurate grammar during speaking performance in retelling Dedap Durhake for instance :

1. "Dedap lives with his parents" the word "lives" was incorrect with grammar context of the text and should be changed "lived".

2. "One day Dedap decide to wander" the word "decide" should add "ed" at the end of word.

27. Students 27

The 27 student' in grammar he got 3,5 because her grammar was good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. However still there are errors in grammar such as :

1. "He and his parents are poor family" the word are was incorrect and should be replaced "were".

2. "He and his parent" the word "parent" was incorrect we should add "s" because plural.

4.2.3. Vocabulary

Table 4.3. Student's Score in Vocabulary

NO	Rater 1	Rater 2	Mean
1.	2	2	2
2.	3	4	3,5
3.	4	4	4
4.	3	3	3
5.	3	3	3
6.	3	3	3
7.	2	3	2,5
8.	2	3	2,5
9.	4	3	3,5
10.	3	3	3
11.	4	3	3,5
12.	4	4	4
13.	4	4	4
14.	2	3	2,5

15.	4	3	3,5
16.	4	4	4
17.	2	3	2,5
18.	4	4	4
19.	3	3	3
20.	4	4	4
21.	3	4	3,5
22.	3	2	2,5
23.	4	4	4
24.	4	4	4
25.	4	4	4
26.	4	3	3,5
27.	3	3	3
Total			89,5
Mean			3,3

The table above shows about the result of student's vocabulary scores from first rater ,second rater, and also average scores.

1. **Students 1**

The first student' scores in vocabulary was 2, she got 2 because her speaking in vocabulary component during retelling Dedap Durhake sufficient to express herself simply with some circumlocations. the innacurate vocabulary that he mentioned such as "…According on to the legend" in that sentence the word on was incorrect the correct one that related with the sentence should be "to". In another sentence" this island could be sin" the word "sin" was incorrect, and the meaning was not unrelated with the context and should be "seen". "then in the sentence "..there were two serious version toward the people" the word "serious" meaning also different with the context, the correct one is "various".

2. **Students 2**

The second student' scores in vocabulary was 4 because during her speaking performance . There is no incorrect vocabulary and she can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3. **Students 3**

The third student' scores in vocabulary was 4 because during her speaking performanced her vocabulary in retelling story of Dedap Durhake is fully accepted by educated native speaker. We can see from her script that there was no inappropriate vocabulary.

4. **Students 4**

The 4 student' speaking ability scores in vocabulary component was 3.5 because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. But there is inccorect vocabulary in sentence "long time sins they had seen him". the word "sin" unsuitable with the context and should be "since".

5. **Students 5**

The speaking ability of fifth student' in vocabulary component was 3. She got 3 because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary in broad enough that she rarely has to

grope for a word. But the vocabulary that does not fit with the context, for the example in sentence "Dedap in his arrogantly" the word "in" was unrelated meaning ewith the context and should be "in".

6. Students 6

The 6 student' got 3 scores in vocabulary because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary in broad enough that he rarely has to grope for a word. The word that was inappropriate along her speaking in word "presence" because the meaning was not related with the context.

7. Student 7

The 7 student' scores in vocabulary component during retelling Dedap Durhake was 2,5 During speaking performance his vocabulary sufficient to express himself simply with some circumlocutions.. The innacurate vocabulary that he mentioned are "mempelam sour" this is incorrect because there some word that can not change from Bahasa to English the correct one is "mempelam masam" and the next is "sweet mempelam" the correct one is "mempelam manis".

8. Students 8

The 8 student' scores in vocabulary component got 2,5 scores in her speaking performance ,his vocabulary sufficient to express herself simply with some circumlocutions. In other word, she was used unsuitable word during her speaking, for examples :

1. "ant became a rich man" the word "ant" was unsuitable with this sentence and should be replaced "and".

2. "went home and lift him" the word lift has different meaning and unrelated with the context and should be replaced "left".

9. Students 9

The 9 student' speaking ability scores in vocabulary component was 3.5 because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. We can see from her script that inappropriate vocabulary in sentence 'live in property' the word "property" was unsuitable because has different meaning with the context.

10. Students 10

The tenth student' got 3 scores in vocabulary component, we can see from his script that he able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. his vocabulary also in broad enough that he rarely has to grope for a word. along his speaking during retelling Dedap Durhake that inappropriate word in sentence "Dedap managed to confines" the word "confines" was inappropriate with the context and should be "convince".

11. Students 11

The 11 student' got highest scores in vocabulary component, her scores was 4 because along her speaking there is no inaccurate vocabulary. In term of her vocabulary her speech can accepted by native speaker in all feateures.

12. Students 12

The 12 student' in vocabulary component was 4, he got 4 scores because along her speaking performance she can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary and there was no inaccurate vocabulary.

13. Students 13

The 13 student'got 3,5 scores in vocabulary because along her speaking she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. For example incorrect vocabulary along retelling Dedap Durhake:

1. "..In the shift he and his arrogantly asked them to go away " in this sentence the word "shift unsuitable with the meaning of the context and replaced "ship".

14. Students 14

The student' 14 scores in vocabulary component was 2,5. she got 2,5 because during her speaking her vocabulary sufficient to express her self simply with some circomlocutions. The innacurate vocabulary that she mentioned are "mempelam sour" this is incorrect because there some word that can not change

from Bahasa to English the correct one is "mempelam masam" and the next is "sweet mempelam" the correct one is "mempelam manis".

15. Students 15

The 15 student' got 3,5 scores because he able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary in broad enough that he rarely has to grope for a word. the example of incorrect vocabulary during retelling story :

1. "..If he is not hear son he will survive" the word "hear" was incorrect because the meaning unrelated with the context and and should be "her" because as possessive pronoun.

16. Student 16

The 16 student' scores in vocabulary was 3,5 she got 3,5 scores in vocabulary component, we can see from her script that she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. The example of mistake in term of her vocabulary in sentence "with his san" the word san was inappropriate with the context and should be "son".

17. Students 17

The 17 student' in vocabulary component was 2,5 because along her speaking her vocabulary sufficient to express himself simply with some

circumlocution. The examples inappropriate vocabulary while speaking about Dedap Durhake such as:

1. "…became a success persen" the word "persen" here should be "person" so the meaning will be related with the context.

2. ""...for his business plain" the word " plain" also unrelated with the context and has different meaning, so should be replaced "plan".

18. Students 18

The 18 student' vocabulary got 3 because along his speaking performanced, he able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary in broad enough that he rarely has to grope for a word. The incorrect vocabulary such in retelling Dedap Durhake such as:

1. "..and fault very angry to his son" the word "fault" unrelated with the context of the story and has different meaning, the correct one should be "felt".

19. Students 19

The student' 19 got 3 in vocabulary component. Because able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics The example incorrect vocabulary while retelling Dedap Durhake such as :

1. "..island cold Pulau Dedap" the word "cold" unrelated with the context because has different meaning and should be replaced "called".

20. Students 20

The student' 20 in vocabulary component was 4, he got 4 because can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary, and from her script there was no inappropriate vocabulary along retelling Dedap Durhake.

21. Students 21

The scores of 21 student' in vocabulary component was 3,5 because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. The word that was inappropriate in the context in sentence "..but hurt about it" the word "hurt" was unrelated with the context and should be "heard".

22. Students 22

The student' 22 got 2,5 scores in vocabulary because during retelling Dedap Durhake her speaking was sufficient to express himself simply with some circumlocutions. the following are the incorrect vocabulary while retelling story :

1. "..Dedap insubordinate" the word "insubordinate" was incorrect because from the context may not change from "Durhake", and should be "Dedap Durhake" as original story.

23. Students 23

The student' 23 in vocabulary component was 4, she got 4 because can understand and participate in any conversation within the range of his experience

with a high degree of precision of vocabulary, and from her script there was no inappropriate vocabulary along retelling Dedap Durhake.

24. Students 24

The student' 24 got highest scores, because her speech on all levels is fully accepted by educated native speaker. So, she got 4 in vocabulary because there is no inappropriate word during retelling Dedap Durhake.

25. Students 25

The student' 25 got 4 scores In component vocabulary, he got 4 scores because he can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary there is no word that inappropriate with the cotext while retelling Dedap Durhake.

26. Students 26

The 26 student' vocabulary component score was 3,5 because she able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. From her script that unsuitable vocabulary in sentence "lives in property" the word "property" was incorrect and should replaced "proverty".

27. Students 27

The student got 3 scores in vocabulary, during retelling story he able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations. The word that incorrect vocabulary in sentence "it is

cold Mempelam Manis" the word "cold" was incorrect because the meaning

unrelated with the context and should be replaced "called".

4.2.4. Fluency

Table 4.4 Student's Score in Fluency

NO	Rater 1	Rater 2	Mean
1.	2	2	2
2.	3	4	3,5
3.	4	4	4
4.	2	3	2,5
5.	3	3	3
6.	4	4	4
7.	3	3	3
8.	2	2	2
9.	2	3	2,5
10.	3	2	2,5
11.	3	3	3
12.	3	3	3
13.	3	3	3
14.	3	3	3
15.	3	2	2,5
16.	3	3	3
17.	2	2	2
18.	3	2	2,5
19.	3	3	3
20.	3	2	2,5
21.	3	3	3
22.	4	4	4
23.	3	3	3
24.	3	3	3
25.	2	2	2
26.	3	4	3,5
27.	4	3	3,5
Total			78,5
Mean			2,9

The table above shows about the result of student's fluency scores from first rater ,second rater, and also average scores.

1. **Students 1**

The first student in fluency component she got 2 scores because in retelling Dedap Durhake she can handle condfidence but join with facility most social situations, including inducatiins and casual conversations about currents events. The pause of her speaking " his…parents …mmm..wan.. want..to..look..look ." "in..the ship..he...he..he and his..a…arrogantly" "and..and..ang.. angry" "he.. seid . .." "being…is..being..a" "and ..they" "was..aa" "ther..thear....verius..." "and... left".

2. **Students 2**

The second student' got 3,5 in fluency because can discuss particular interest of competence with reasonable ease and rarely has to grope for words. The pause of her speaking "butt..noot..tiss'

3. **Students 3**

The third student' got 4 scores in fluency because she able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. during retelling Dedap Durhake there is no pause of her speaking.

4. **Students 4**

The fourth student' In fluency got 2,5 scores because she can handle with confidence but not with facility most social situations, including inducations and casual conversations about currents events.. the examples :"the..son...." "parents...,hee..stated" "in..aaa..long.. time……" "he...took..." " hiss.. stated… that..that" "coumpun..coumpun.. companions" "wadn.." "the.. return ."

5. **Students 5**

The fifth student' scores was 3 because she can discuss particular interest of competence with reasonable ease, rarely has to grope words for examples of a pause when he retelling story : "this…. Family" " angryyyyyy and……." "dis disappointed".

6. **Students 6**

The 6 student' got 4 scores in fluency because she able to use the language fluently on all levels normally pertinent to professional needs, and also can participate in any conversation within the range of his experience with a high degree of fluency. during retelling Dedap Durhake there is no pause of her speaking.

7. **Students 7**

The 7 studentt in fluency he got 3 scores because he can discuss particular interest of competence with reasonable ease, rarely has to grope words. in addition the pauses in speaking want."...promisees..meet...them..." "she..will..safe.. iff..he..is..her..son..he....will . ..be in...big...trou..ble"

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8. **Students 8**

The 8 student' got 2 scores in fluency because she can handle with confidence but jot with facility most social situations , including indications and casual conversations about currents events, as well as work family, and autobioghraphical information. There are still pauses in some words when she retelling the story. the pause of her speaking " dedepp....went…out..off..his" "and.... he.. was… not that personsss. . "" dedap . . went . . out" "which . . trun, , " "big .ship..." "that...they were" "his.. son . we...would".

9. **Students 9**

The 9 student' got 3 scores in fluency he got 3 because her can discuss particular interest of competence with reasonable ease and rarely has to grope for words. The examples of her pauses in speaking "kroppss.." "app..set".

10. **Students 10**

The 10 student' in fluency component got 2 scores because she can handle with confidence but jot with facility most social situations ,The pauses when she retelling the story such as : "from...a.. Riau" "boy.." "to..to.. to go" "very..large.. aa.. kru" "Fefitt..son" "but...dedap" "rekignis...aa" "sadenly..."

11. **Students 11**

The 11 student' n fluency was3 scores because she can discuss particular interest of competence with reasonable ease,. the examples pause in speaking Dedap Durhake "buisnss…" "his..mother..said" "thet.. ther . there..was .their" "then..." "granted....." "t..go..back..to..look" "but..thee.."

12. Students 12

The student' 12 in fluency got 3 because she can discuss particular interest of competence with reasonable ease. Fluent enoughalong her speaking buut there arepause while her performnced word by word such as "em..barass", "too…..". "became…"

13. Students 13

The student' 13 got 3 scores in fluency because she can discuss particular interest of competence with reasonable ease. Rarely has to grope for words for examples pause of her speaking : "heid...his.." "medd. . Dedappp…" "dips.. disappointed" "diid...didn't" "would... aa.." "because. .before" "versen.." "told..as.." "grow..".

14. Students 14

The 14' student in fluency component got 3scores because she can discuss particular interest of competence with reasonable ease, rarely has to grope words. the examples, 'mather…forr" "elmait.."n"told..us.." that..they".

15. Students 15

The 15 student' got 2 scores in component fluency, rarely making the mistakes, but still any pause of her speaking "because..Dedap..dedap" "because . .off" "diss . . dissapoitmen" "retrenn. . .ham .. hom" "thet. . thet . .Ded. . Dedap"

16. Students 16

The 16 student In fluency she got 3 scores because she can discuss particular interest of competence with reasonable ease, rarely has to grope words. The example pause of her speaking "they...had..aa...rarly"

17. Students 17

Then 17 student' in fluency componet got 2 scores because in retelling Dedap Durhake she can handle with confidence but jot with facility most social situations, including indications and casual conversations about currents events, as well as information. Then, the pause of her speaking such as "becomes..of.. theee" "aa...mother...to" "sameday...dedd" "becem..ee" "ent..tuu" "his..forr..forget" "tu..waa..tuu" "hu..hu..hu" "to . .look.. aaa" "he said .."

18. Students 18

The 18 student' got 3 scores in fluency because he can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of his speaking in Dedap Durhake "accordin. . according . . on . . deee,.. on..tuuissoon" "bikoming..ofdeem" "he.. would.. safe.. he..would..he.. were. .her..son" .

19. Students 19

The student' 19 got 3 scores in fluency component, during her performanced she can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of her speaking "bengka... bengka...bengkalis" "is..an.. a" "the . .village..aa" "rejensi..." "wic..cus"

20. Students 20

The student' 20 got 2,5 because her can discuss particular interest of competence with reasonable ease. In fluency he still pause word by word such as "so…the..", "mass…sage.." "he...wen...back..to" "long..time..to . sii………" ..and hiss…" "of..course...." "hi..sei..." "dhey... the

21. Students 21

The student' 21 speaking ability in fluency component got 3 scores because she can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of her speaking "his . . parents . .

22. Students 22

The student 22 In fluency component got 4 scores because she able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency and there is no pause of her speaking.

23. Students 23

The student' 23 in fluency component, we can see from the table above that she got3 scores because she can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of her speaking "de . .demind . .aa" "hiiiss . ." "bikam. . " "won. .wantid" "as. .asdem"

24. Students 24

The student' 24 got 3 scores because he can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of his speaking "demm . . demnid" "hi . .and h. ii" "en..en" "iffhh . ."

25. Students 25

The student' 25 in fluency component got 2 because he can handle with confidence but jot with facility most social situations , including.. In fluency he still pause word by word such as "De..dap","is..island" "and..hii..and" "his..persn.." "his..paren..want..tu..took..his..parent" "he . . hand . .he" "if . .hee. . if . .he ." "her . . her .were" "ther. .woo . ther . .waoss . jeni . . jenui" "his . .father. .mather " "his . .father,. .father" "memm . .mempelam"

26. Students 26

The student' 26 got 3,5 scores in fluency because she can discuss particular interest of competence with reasonable ease, rarely has to grope words for examples of a pause when she retelling story : "wann..onn..onr . .of"

27. Students 27

The student' 27 got 3,5 scores in fluency because she can discuss particular interest of competence with reasonable ease, rarely has to grope words. The pause of his speaking "dhey….their eis

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4.2.5. Comprehension

Table 2.5 Sudent's Comprehension Scores

NO	Comprehension		
	Rater 1	Rater 2	Mean
1.	4	4	4
2.	3	4	3,5
3.	4	4	4
4.	4	4	4
5.	4	4	4
6.	2	2	2
7.	4	3	3,5
8.	2	3	2,5
9.	2	3	2,5
10.	3	2	2,5
11.	3	3	3
12.	3	3	3
13.	3	3	3
14.	4	4	4
15.	3	4	3,5
16.	3	3	3
17.	3	3	3
18.	3	3	3
19.	3	2	2,5
20.	3	4	3,5
21.	3	3	3
22.	2	2	2
23.	4	4	4
24.	3	4	3,5
25.	4	4	4
26.	4	4	4
27.	4	4	4
TOTAL			88,5
MEAN			3,2

The table above shows about the result of student's comprehension scores from first rater ,second rater, and also average scores.

1. **Students 1**

    The first student got 4 scores in comprehension component was 4 because she can understand any conversation within the range of his experience We can see from her script that was complete and follow the generic structures.

2. **Students 2**

    The second student' in comprehension component she was got 3,5 scores because her comprehension is quite complete at a normal rate of speech. It can be seen by her script that she retold the text based on generic structures. But the she abridge the plot of story too short.

3. **Students 3**

    The first student got 4 scores in comprehension component was 4 because she can understand any conversation within the range of his experience. From her script in retelling Dedap Durhake that was complete and follow the generic structures.

4. **Students 4**

    The 4 student' got 4 scores in comprehension component was 4 because she can understand any conversation within the range of his experience. in this case she was also retelling about Dedap Durhake by following the generic structure about narrative text.

5. **Students 5**

The 5 student' in comprehension component he was got 4 scores because while retelling story she can understand any conversation within the range of her experience. It can seen by his script that he was retold Dedap Durhake sequence with generic structures

6. **Students 6**

The 6 student' got 2 scores in comprehension because she can got the gist of most conversations of non technical subjects (i.e. topics that requie no specialized knowledge) even she now about the plot of the story but too short and lost some of the structure. It can be seen from her script that she can catch and retell the core of the text about Dedap Durhake.

7. **Students 7**

The student' 7 scores in comprehension component was 4 because he can understand any conversation within the range of his experience. It can seen from his script that he understand and able to retell the text according to the structure.

8. **Students 8**

The 8 student' scores in comprehension component was 2,5 because can got the gist of most conversations of non technical subjects (i.e., topics that require no specialized knowledge). From the script seen that at the end of the story she did not followed the generic stusture of the text.

9. **Students 9**

The 9 student' in retelling Dedap Durhake got 2,5 scores in comprehension because she can gist of most conversations of non technical subjects (i.e, topics that require no specialized knowledge).In this case when retell Dedap Durhake we can see from the script she did not understand the simple statements from the text.

10. **Students 10**

The 10 student' scores in comprehension component was 2,5 because can get the gist of most conversations of non technical subjects (i.e., topics that require no specialized knowledge). From the sciprt there are some sentence lost and affect to the plot of the story.

11. **Students 11**

The 11 student' in comprehension component scoreswas 3,5 because her comprehension is quite complete at a normal rate of speech. We can see from the scipt that she retelling Dedp Durhake follows the script but she lost some sentence.

12. **Students 12**

The 12 student' got 3 scores in comprehension because her comprehension is quite complete at a normal rate of speech. Based on her speaking Dedap Durhake at the end of the story the plot of the story unclear enough.

13. Students 13

The student' 13 scores in comprehension component was 4 because her comprehension is quite complete at a normal rate of speech. We can see from the script when retelling Dedap Durhake that was complete.

14. Students 14

The student' 14 scores in comprehension component was 4 becauses he can understand any conversation within the range of his experience. It can seen from her script that he understand and able to retell the text according to the structure.

15. Students 15

The 15 student' In comprehension component got 3 scores because her comprehension is quite complete at a normal rate of speech. But based on her script she lost some sentence and make it too short.

16. Students 16

The 16 student' In comprehension component got 3 scores because her comprehension is quite complete at a normal rate of speech. But based on her script she lost some sentence and make it too short.

17. Students 17

The 17 student' in comprehension component scores was 3 because her comprehension is quite complete at a normal rate of speech. We can see from the scipt that she retelling Dedp Durhake follows the script but she lost some sentence.

18. Students

The 18 student' in comprehension component he was got 3,5 scores because her comprehension is quite complete at a normal rate of speech. It can seen by his scipt that she can follows generic structures of narrative text Dedap Durhake.

19. Students 19

The 19 student' in comprehension component was got 2,5 scores because she can get the gist of most conversations of non technical subjects (i.e., topics that require no specialized knowledge). We can see by the script even she did not retell by generic structure of Dedap Durhake

20. Students 20

The 20 student' in comprehension component he was got 3,5 scores because her comprehension is quite complete at a normal rate of speech. It can seen by his scipt that she can follows generic structures of narrative text.

21. Students 21

The 21 student' In comprehension component got 3 scores because her comprehension is quite complete at a normal rate of speech. But based on her script she lost some sentence and make it too short.

22. Students 22

The 22 student' in comprehension component was 2 because she can get the gist of most conversations of non technical subjects (i.e., topics that require no

specialized knowledge). We can see from her script, that she did not follows the generic structure of the text, too short and unclear.

23. Students 23

The 23 student' in comprehension component was 4 because she can understand any conversation within the range of his experience. We can see from her script during retelling Dedap Durhake.

24. Students 24

The 24 student' in comprehension component he was got 3,5 scores because her comprehension is quite complete at a normal rate of speech. It can seen by his scipt that she was understand with the context. Consequntly can follows generic structures of narrative text.

25. Students 25

The student' 25 in comprehension component he got 4 scores, because she can understand any conversation within the range of his experience. We can see from the script that he retelling Dedap Durhake follows by generic structure.

26. Students 26

The student 26 In comprehension component she was got 4 because she can understand any conversation within the range of his experience. In this case she understand about the context and able to follows generic structures.

27. Students 27

The 27 student' in comprehension component he was got 4 scores because she can understand any conversation within the range of his experience. We can see from the script that he follows the generic structure of the text.

4.3. The Result of Data

In this study to collecting the data, the researcher was used speaking test. In addition, because pandemic situation the speaking test has been carried out online via Whatsapp. The time to completed the test around in 3 days since 4th until 6th November 2021. In this case the students have retold about Dedap Durhake.

The researcher calculated the result student's scoring based on the scoring rubric determined. The following is a table that show the results of student's speaking ability in retelling story about Dedap Durhake that have been collected :

Tabel 4.1 Student's Speaking Ability Scores

Students	SA/Mean of Rater 1	SA/Mean of Rater 2	Total	SA/Mean	Category
Students 1	2,4	2,6	5	2,5	Poor
Students 2	3,2	3,6	6,8	3,4	Very Good
Students 3	3,8	3,6	7,4	3,7	Very Good
Students 4	2,4	3	5,4	2,7	Good
Students 5	3,2	3,4	6,6	3,3	Good
Students 6	3,2	3,2	6,4	3,2	Good
Students 7	2,8	3	5,8	2,9	Good

Students 8	2,4	2,6	5	2,5	Poor
Students 9	2,6	3	5,6	2,8	Good
Students 10	2,8	2,2	6,6	2,5	Poor
Students 11	3,4	3,2	6,6	3,3	Good
Students 12	3,4	3,6	7	3,5	Very Good
Students 13	3,2	3,2	6,4	3,2	Good
Students 14	3	3,4	6,4	3,2	Good
Students 15	3,2	2,8	6	3	Good
Students 16	3,4	3,4	6,8	3,4	Very Good
Students 17	2,2	2,8	5	2,5	Poor
Students 18	3,2	2,8	6	3	Good
Students 19	3,2	2,8	6	3	Good
Students 20	3,4	3	6,4	3,2	Good
Students 21	3,2	3,2	6,4	3,2	Good
Students 22	3,2	3	6,2	3,1	Good
Students 23	3,4	3,2	6,6	3,3	Good
Students 24	3,4	3,4	6,8	3,4	Very Good
Students 25	3,6	3,6	7,2	3,6	Very Good
Students 26	3,4	3,6	7	3,5	Very Good
Students 27	3,4	3,2	6,6	3,3	Good
Total	84	84,4		84,2	

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|					
Mean	3,1	3,1		3,1	

To conclude from table 4.1, we can see that total scores from first rater was 84 With average scores was 3,1 Then the total from second rater was 84,4 and average score was 3,1. As the result the total scores of first and second rater were 84,2 with average score were 3,1.

Table 4.2 Number of Student's Speaking Score in Retell Dedap Durhake

No	Score	Category	Number of Students
1	4.2-5.0	Excellent	0
2	3.4-4.1	Very Good	7
3	2.6-3-3	Good	16
4	1.8-2.5	Poor	4
5	1.0-1.7	Very Poor	0

Based on the table above, it can be showed that 0 student got 4.2-5.0 and categorized "Excellent", 7 students got 3.4-4.1 and categorized "Very Good", 16 students got 2.6-3.3 and categorized "Good", 4 students got 1.8-2.5 and categorized "Poor", 0 student got 1.0-1.7 categorized "Very Poor". It can be conclude that the most student's categorized was "Good" in retelling Dedap Durhake.

The following is graph that presented the result student's speaking ability in retelling story.

Student's speaking ability
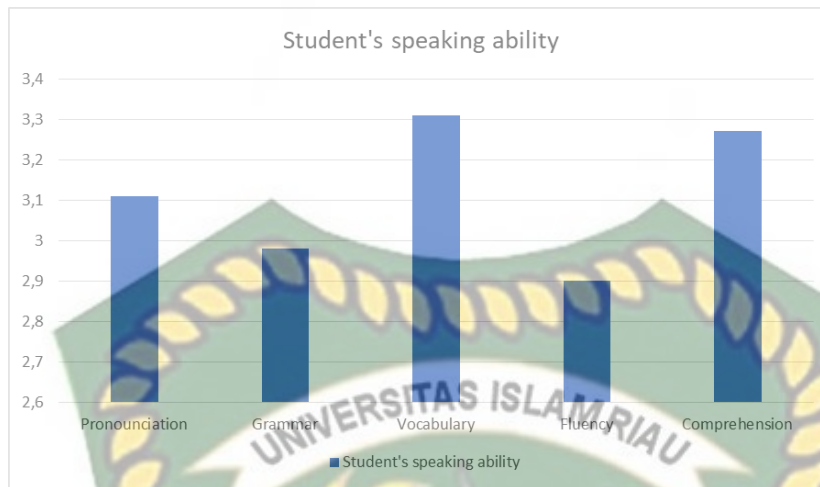
From the data that shown in diagram, we can see that average scores students in pronounciation component was 3,1. In this case the researcher found that erors pronounciation in student's speaking because there are some words that are commonly used in their daily communication. Because of that, when the students mention unfamiliar words they have to estimate and eventual mispronouncing. In addition, even student's pronounciation during speaking still found misspronounciation, but their pronounciation was "Good" because their errors rarely interfere listener understanding.

Then, the average scores students in grammar component was 2,9. In this case, even the researcher has provided the text, but the researcher found that the mistakes in using grammar during retelling story especially the use of "ed" in a word, because based on the context, in retelling story especially narrative text is using past tense. Beside of that, another mistakes that happened during their speaking in retelling story also the use of "to be" was inappropriate with the context. Then the use of "s" which mean for singular or plural. Although there are

some errors in using grammar, but the student's categorized in grammar component while speaking performance in retelling story was good.

Furthemore, the average scores for vocabulary component of student's speaking ability was 3,3 and the highest average score from another compenent of speaking ability. In this research, the problem found that the student's mispronouncing the words and make different meaning that unrelated with the context of the text. However inaccuracy vocabulary happened in several words while their performed. In conclusion the students still able understand and retell the story even their vocabulary still limited. Last, the result of student's vocabulary component in speaking was categorized good.

In addition, from the diagram also shows that student's speaking ability average score in fluency component was 2,9. In this case the researcher found that while speaking performance, the students often paused and then repetead to mention the word but sometimes also incompletely in pronouncing words. The pause while speaking also was seen when they pause and cut the video, it mean that something stuck in their performance. But, there are some students still have good fluency and speak fluently. In conclusion for student's categorized in fluency component was good.

Last, the average score of student's comprehension component was 3,2. As for the reason, some of them conclude the story too short, they retold the story without pay attention to generic structure of the text and misunderstanding, whereas the storyline was substansial. However, not all of the students have

problem with comprehension. Some of them still have good understanding with the story and retold completely. The conclusion for student's comprehension in speaking ability categorized was good.

As final point, the result from student's speaking ability in retelling story at third semester English Language Education Study Program was 3 and categorized was good. Then there are two components that became dominant problem to the student's speaking, the first one is grammar and the second is fluency. Because the scores of pronounciation and fluency was balanced.
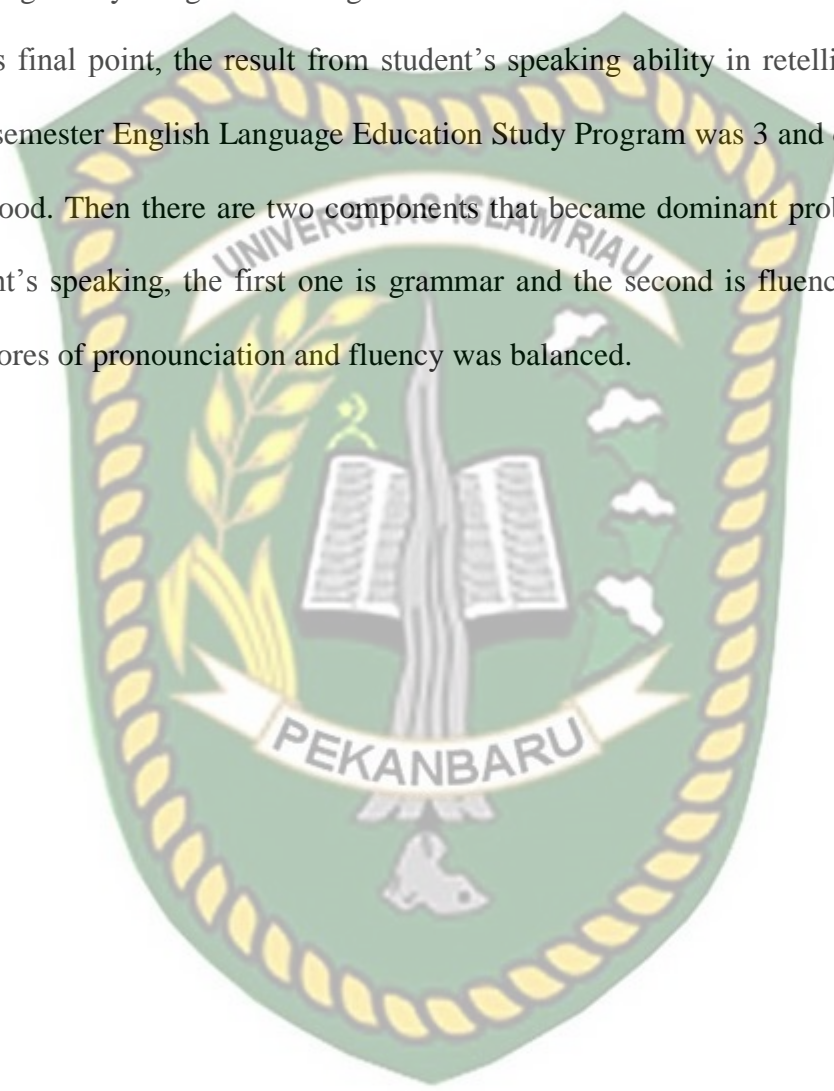
CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This research was conduct at English Language Education Study Program Of FKIP UIR. The researcher takes one class as a sample from two classes at third semester. The focus of this research to analysed student's speaking ability in retelling story about narrative text and traditional story from Riau (Dedap Durhake) as theme for speaking. The reserarcher also found the dominant problem of students' during their speaking performanced In addition the researcher was analysed based on scores that given by two raters. Then from the explanation above can be concluded are as follows : First, students' average score in pronounciation was 3,1 and categorized good, even during their speech, they often mispronounce some words.

Then students' average in grammar component was 2,9, even few of students' making a mistake in grammar, but they can handle sentence constructions and control enough. However grammar as lowest score but the categorized was good.

Then average scores for vocabulary component of student's speaking ability was 3,3 and the highest average score from another compenent of speaking perforamnced. Even innacurate vocabulary was happened to a few words but can understood by educated native speaker and the categorized was good.

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Furthemore, student's speaking ability average score in fluency component was 2,9 . While speaking performance, the students often paused and then repetead to mention the word but sometimes also incompletely in pronouncing words. But, there are some students still have good fluency and speak fluently. In conclusion for student's categorized in fluency component was good.

Then, the average score of student's comprehension component was 3,2. It is also as high scores enough, because the students' understand about the text and retell follows generic structures.

Last of all the result of research problem analysis and sample, it can be concluded that the third semester English Language Education Study Program speaking ability was categorized good and dominant problems in grammar and fluency component.

5.2. Suggestions

Based on the result of this research, the researcher would like to give suggestions that related with this research.

1.   The Lecturer

From this research, the researcher found that the most dominant problems during retelling story of Dedap Durhake from five components of speaking were fluency and grammar, even each of students has different own problem in speaking ability. Therefore the lecturer had better motivate the students to always practice their

speaking skills and check students' speaking ability, then find out the difficulties faced by the students .

2. The students

The students should pay attention to their speaking skills, then improve their skill based on component of speaking especially in grammar and fluency.

3. Other Researcher

The researcher expected that this research as source information, and to the next researcher able to found the better solution to improving students' speaking skill.
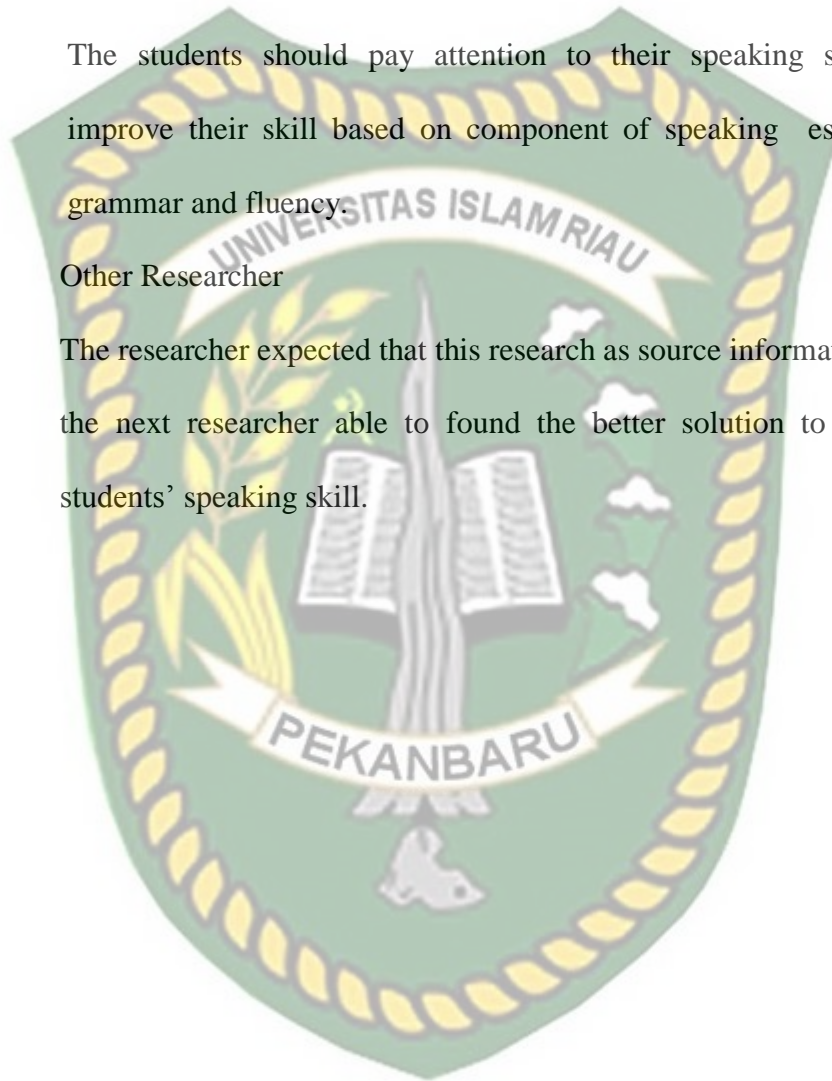
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