

**THE PROFILE OF ENGLISH DEPARTMENT (ED) STUDENTS' SPEAKING  
SKILL OF STATE UNIVERSITY OF JAKARTA**



**Nely Nurlela.A**

**2215066477**

**A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of  
“Sarjana Pendidikan”**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

**THE FACULTY OF LANGUAGES AND ARTS**

**STATE UNIVERSITY OF JAKARTA**

**2011**

## LEMBAR PENGESAHAN

Skripsi ini diajukan oleh  
Nama : Nely Nurlela Anastasia Pardede  
No. Reg. : 2215066477  
Program Studi : S-1 Kependidikan  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi/ Laporan Hasil : The Profile of English Department Students' Speaking Skills of State University of Jakarta.

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

### DEWAN PENGUJI

#### Pembimbing

Dr. Ratna Dewanti, M.Pd  
NIP. 196211071988032001

#### Penguji I

Ifan Iskandar, M.Hum  
NIP. 197205141999031003

#### Penguji II

Atikah Ruslianti, M.Hum  
NIP. 197203242006042001

#### Ketua Penguji

Hasnini Hasra, M. Hum  
NIP. 197311112003122001

Jakarta,  
28 Januari 2011  
**Dekan,**

Banu Pratitis, Ph.D  
NIP. 19520605 1984032 001

## **LEMBAR PERNYATAAN**

Yang bertandatangan di bawah ini

Nama : Nely Nurlela Anastasia Pardede  
No. Reg. : 2215066477  
Program Studi : S-1 Kependidikan  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi/ Laporan Hasil : The Profile of English Department Students'  
Speaking Skills of State University of Jakarta.

Menyatakan bahwa benar skripsi ini adalah hasil karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti saya melakukan tindakan plagiat. Demikian saya buat pernyataan ini dengan sebenarnya.

Jakarta, 28 Januari 2011

Nely Nurlela Anastasia. P  
2215066477

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

---

Sebagai civitas akademik Universitas Negeri Jakarta saya bertandatangan di bawah ini:

Nama : Nely Nurlela Anastasia Pardede  
No.Reg. : 2215066477  
Fakultas : Bahasa dan Seni  
Jenis Karya : Skripsi  
Judul : The Profile of English Department Students' Speaking Skills  
of State University of Jakarta.

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas Royalti Non-Eksklusif (Non-exclusive Royalti Free Right) atas karya ilmiah saya. Dengan Hak Bebas Royalti Non-Eksklusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihmedia/formatkan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/ mempublikasikannya di Internet atau media lainnya **untuk kepentingan akademis** tanpa perlu meminta iijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta. Segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Jakarta

Pada Tanggal 28 Januari 2011

Yang menyatakan,

Nely Nurlela Anastasia Pardede

2215066477

## ABSTRAK

**Nely Nurlela. 2011. Pemetaan Kemampuan Berbicara Jurusan Bahasa Inggris Universitas Negeri Jakarta.**

Salah satu tujuan Jurusan Bahasa Inggris Universitas Negeri Jakarta adalah untuk menghasilkan siswa dengan kompetensi komunikasi lisan dan tertulis dalam bahasa Inggris, para lulusan harus menguasai berbagai wacana dengan melakukan berbagai kegiatan dalam bahasa Inggris dan memiliki pemahaman yang luas dan mendalam tentang proses komunikasi yang efektif dalam bahasa tersebut. Tujuan ini, khususnya kompetensi komunikasi lisan, belum sepenuhnya tercapai, didasarkan pada beberapa indikasi. Indikasi pertama adalah sulit untuk menemukan siswa dengan kemampuan yang baik dalam pengucapan. Kondisi kedua adalah siswa enggan berinteraksi di lingkungan perguruan tinggi dengan menggunakan bahasa Inggris khususnya pada program bahasa Inggris *English Day* di setiap hari Rabu dan Jumat. Penelitian ini bertujuan untuk memetakan kemampuan berbicara mahasiswa Jurusan Bahasa dan Sastra Inggris Universitas Negeri Jakarta khususnya mahasiswa kelas Speaking 3. Penelitian ini dimulai dari September 2010 dan selesai pada Desember 2010. Sumber data penelitian ini adalah mahasiswa kelas Speaking 3 pada semester 093. Data diperoleh dari tes kemampuan berbicara pada mahasiswa dengan menggunakan salah satu tes terstandar yaitu *International English Language System (IELTS)* yang dimodifikasi berdasarkan kebutuhan mereka. Kriteria penilaian terdiri dari 4 aspek yaitu *Fluency and Coherence, Lexical Resources, Grammatical Range and Accuracy*, serta *Pronunciation*. Test tersebut menggunakan tingkatan 1 sampai 9. Hasil penelitian ini menunjukkan bahwa rata-rata kemampuan berbicara mahasiswa jurusan Bahasa Inggris dan Sastra Inggris Universitas Negeri Jakarta berada pada tingkatan 3 di tiap aspek yang berarti bahwa mereka berbicara dengan jeda yang lama, memiliki keterbatasan untuk menghubungkan kalimat-kalimat sederhana memberikan respon hanya sederhana dan sering tidak dapat menyampaikan pesan sederhana. Mereka menggunakan kosakata sederhana untuk menyampaikan informasi pribadi, bentuk kalimat dasar dengan keberhasilan yang terbatas, atau bergantung hafalan, membuat banyak kesalahan kecuali dalam ekspresi hafal, pidato mereka sering tidak dapat dimengerti, menggunakan rentang yang terbatas dalam pengucapan upaya untuk mengontrol tapi penyimpangan yang sering terjadi kesalahan dan menyebabkan beberapa kesulitan bagi pendengarnya.

## ABSTRACT

### **Nely Nurlela. 2011. The Profile of English Department Students' Speaking Skills of State University of Jakarta.**

One of the aims of English Department of State University of Jakarta is to produce students with oral and written communication competence in English; graduates must master a variety of discourse by doing various activities in English and has a broad and deep understanding of the processes of effective communication in English. This goal has not achieved yet, based on several indications. The first indication is it is difficult to find students with good skills in pronunciation. The second indication is that many students are reluctant to interact in English. This study aimed to investigate the speaking skills of the English department students especially the students of Speaking 3 class. This study started from September 2010 and completed in December 2010. The data sources of this study were the students of Speaking 3 class in 093 semester. The data was obtained from the test of students' speaking skill by using one of the standardized tests, the International English Language System (IELTS) that was modified according to the students' needs. The assessment criteria consist of 4 aspects. They are Fluency and Coherence, Lexical Resources, Grammatical Range and Accuracy, and Pronunciation. The test uses Band 1 to 9. The results of this study indicate that the students' speaking skill is at Band 3 in each aspect that means they speak with long pauses has limited ability to link simple sentences give only simple responses and are frequently unable to convey basic message. They use simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics, attempts basic sentence forms but with limited success, or relies on apparently memorized utterances, makes numerous errors except in memorized expressions, their speech is often unintelligible, use a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener.

## ACKNOWLEDGEMENT

All the glory, honor, and praise are only to Jesus Christ, for His entire, everlasting, and enormous love and blessings that I finally finished my thesis. There is nothing impossible in Him. He makes the impossible become possible if we trust and believe. Do the best and let God do the rest. I also would like to give my gratitude to those who have helped me during my study and my time finishing the thesis:

1. Dr. Ratna Dewanti, M.Pd as my advisor for giving me her time, generous help, guidance, encouragement priceless and precious knowledge. Thanks a lot Ma'am. You are a wonderful advisor.
2. Ifan Iskandar, M.Hum as the head of English Department of Jakarta State University. Thank you for being "Bapak tiri" even for a while, for your wonderful advice. I will use "my little brain, sir".
3. All lectures at English Department for teaching the precious knowledge, sharing the philosophy of life and giving magnificent study experiences. Thank you for inspiring me and I will miss you all.
4. My beloved parents, for all the love, prayers, and supports. I wish to express my deep gratitude to Bapak Leonardus Hulman Pardede dan Mama Sinta Maria Nainggolan. I am deeply grateful for having two splendid people like you. Thank you for your eternal loyalty, patience and assistance upon me that smoothen my way.
5. My brother Bang Lian, my oldest sister Ka Melpa, and also my youngest sister Santa. Thanks for being together in our sweet home and for your support.

6. To my thesis team, “*Januari Ceria*” – Defilia Ayuningtyas, Fitria Iswari, Rini Mustikawati, and Vinda Octavia Putri, - who have sprit and belief since we took this project.
7. To my best friend Lydo, Melinda a.k.a Inang, Dara, and Vinda. Thank you for sharing, chatting, cheating, crying and laughing together.
8. To all my respondents : 09 Dik Reg A, 09 Dik Reg B, 09 SB Reg, 09 SB MDR, 09 SA MDR, and Dik A 09 MDR, thanks for your cooperation.
10. To ED staff, Pak Udin, Mba Ama and Mba Tina, and Mas Chairul ‘Anwar’. Thank you for the information about anything including the lecturer schedule.
11. Anyone who couldn’t be mentioned one by one but has directly or indirectly contributed to the completion of this thesis.

Jakarta, January 2011

**N. N.**



## TABLE OF CONTENT

Cover Page	
Approval Sheet	
Abstrak .....	i
Abstract .....	ii
Acknowledgement .....	iii
Table of Content .....	iv
List of Charts .....	v
List of Tables .....	vi
Chapter I      Introduction	
1.1.    Background of Study .....	1
1.2.    Identification Problem .....	4
1.3.    Limitations of Study .....	4
1.4.    Purpose of the Study .....	4
1.5.    Significance of the Study.....	5
Chapter II     Literature Review	
2.1.    Profile of Speaking .....	6
2.2.    Definition of Speaking .....	6
2.3.    The Essence of Speaking.....	7

2.4.	Speaking in University Level .....	10
2.5.	Testing Speaking .....	12
2.5.1	Standardized Testing .....	12
2.5.2	Speaking Test .....	13
2.6	Assessing Speaking.....	17
2.7	Scoring Rubric.....	19

### Chapter III Research Methodology

3.1.	Research Method .....	21
3.2.	Time and Place of Study.....	22
3.3.	Data and Data Sources.....	23
3.4	Instrument .....	23
3.5	Pilot Study .....	23
3.5.1	Validity.....	24
3.5.2	Reliability.....	24
3.6	Data Collection Technique .....	26
3.7	Data Analysis Procedure .....	27

### Chapter IV Findings and Discussion

4.1.	Findings.....	26
4.1.1	Students' Speaking Profile.....	26
4.2.	Discussion .....	35

Chapter V    Conclusions and Recommendations

5.1.    Conclusions ..... 39

5.2.    Recommendations ..... 40

References ..... 42-43

## **LIST OF CHARTS**

Chart 4.1.	Students' Fluency and Coherence	28
Chart 4.2.	Students' Lexical Resources	30
Chart 4.3.	Students' Grammatical Range and Accuracy	32
Chart 4.4	Students' Pronunciation	34

## LIST OF TABLES

### Table

Table 4.1	Students' Fluency and Coherence	27
Table 4.2	Students' Lexical Resources	29
Table 4.3	Students' Grammatical Range and Accuracy	31
Table 4.4	Students' Pronunciation	33

## **Appendices**

- Appendix 1 Testing Sheet
- Appendix 2 Students' Test Transcript
- Appendix 3 IELTS Speaking Band Descriptor
- Appendix 4 Validity and Reliability

## CHAPTER I

### INTRODUCTION

This chapter provides general information about the idea of the proposed research topic. The information is about background of the study, research question, purpose of the study, limitation of the study and significance of the study.

#### 1.1 Background of the Study

Speaking skill is a reflection whether someone has already mastered a language or not. To be able to speak fluently becomes the main reason for students of L2 as representation of foreign language competence as Luoma (2004) stated “the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language”.

The term “skill” in this study is used because skill is the capacity to do something well. Skills are usually acquired or learned, as opposed to abilities, which are often thought of as innate. (as cited in <http://www.allwords.com/word-skill.html>). On the other hand, ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; competence in doing; sufficiency of strength, resources, etc. (cited in <http://www.brainyquote.com/words/ab/ability126113.html>).

Since speaking requires lots of skills to carry out, it is considered thorny for L2 students. As Nunan (2003) said, many people feel that speaking in a new

language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. When speaking, students are demanded not only to be able to gather the linguistic background knowledge such; vocabulary, grammatical, pronunciation, and others linguistic matter, but also understand about sociocultural ability which deals with the relevance or contextual accuracy. Mostly students encounter the grammatical system of a language. Fulcher (2003) added that the speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. It can be inferred that speaking is a productive skill which requires a lot of supporting factors like knowledge, confidence, self esteem and enthusiasm.

One of the goals English Department of Jakarta State University is to produce the students with oral and written communication competence in English, the graduates should master a variety of discourse by doing various activities in English and has a broad and deep understanding of the processes of effective communication in that language as cited in *Buku Pedoman Akademik* (2010: 172-173).

This goal has not achieved yet, based on some indications that indicate English speaking skill has not been mastered. The second indication is hard to find the student with good ability of speaking and also pronunciation. JBSI experience that. It's hard to find the student to become a host in activity or International seminar



or requirement English as preface. All lecturers agree that the first and main criteria to become host in an activity and seminar is perceivable spoken, which is mark with good in English pronunciation. This is same as Lado state that the first aspect to have attention in someone's spoken is pronunciation aspect. While that aspect is not everything in speaking skill, it doesn't mean that pronunciation not to pay attention carefully and to teach well. The second condition is the students unwilling to have interaction in their college environment using English especially the English Speaking Days program in every Wednesday and Friday, based on observation and interviewed to BEM JBSI (from October until December 2009) shows that only about 20 % of the student have participation in this program. That condition happened because of the unconfident and unusual communicates in English.

To be able to speak fluently become the main reason for students in Speaking 3 to learn English. Fulcher (2003) added "the ability to speak a foreign language without doubt is the most highly pride language skill and rightly so." Speaking 3 is as one of the subjects in English Department (ED) which prepares their students to be fluency in English. That is the reason why Speaking 3 has done some efforts such as oral presentation, speech, etc. One of the subjects in the department aims to achieve goal of State University Jakarta as stated in *Buku Pedoman Pendidikan*.

To measure the speaking skill of English Department the writer used test to investigate the students' speaking skill at English Department (ED) especially in

Speaking 3 classes. As Bachman (2003:2) stated that, “Language testing is done for a particular purpose and in a specific context.”

Considering these conditions, the writer is interested in conducting a research related on the profile of students’ speaking skill at English Department of State University of Jakarta.

### **1.2 Statement of the Problem**

Based on the background above, the problem of this study was formulated into one research question, “How is the profile of English Department (ED) students’ speaking skill?”

### **1.3 Limitations of the Study**

The study used the data that was obtained by testing the students, in this case speaking test. The study faced some difficulties because some of the students were reluctant to be tested. In addition, the writer had limited time to collect the data due to the time schedule of the writer and the respondents.

### **1.4 The Purpose of the Study**

The purpose of this study is to investigate the profile of the English Department (ED) students’ speaking skills.

### **1.5 The Significance of the Study**

- 1) The result of this study might be beneficial for English Department students of UNJ, particularly those who want to conduct further research in speaking skill.
- 2) This study is beneficial for enriching the writer's knowledge of assessing speaking.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses related theories concerning with the profile of English Department students' speaking skill in State University of Jakarta. They cover the profile of speaking, definition of speaking, speaking in university level, and assessing speaking.

#### **2.1 The Profile of Speaking**

The result of this study is the profile of student's speaking skill. By definition, Cambridge Advanced Learner's Dictionary Third Edition, profile is "short description of someone's life, work characteristic" etc. In the same fashion, [www.wikipedia/ Profile\\_\(UML\) htm](http://www.wikipedia/Profile_(UML).htm) added that profile in the [Unified Modeling Language](#) (UML) provides a generic extension mechanism for customizing [UML](#) models for particular [domains](#) and platforms. It can be summed up that profile is a general description of someone or else domain. In this study *profile* refers to the description of students' speaking skill.

#### **2.2 Definition of Speaking**

Speaking is the productive aural or oral skill consisting of producing systematic verbal utterances to convey meaning (Nunan:2003). There are some abilities underlying speaking proficiency related to communicative competence

(Rost:2002). Speaking as meaningful interaction includes speaking and spoken interaction and the openness of meaning in interaction. The Speaking means something skill which has individual characteristic because it refers to individual ability. Although the speaking also related to others person in social interaction type, the openness of meaning in interaction is the condition which shows that interaction occurs since the participations search the same meaning that is not always clearly and implicitly. The meaning which is expressed by speaker can change or can have different meaning by listener.

Moreover Lee Iacocca, the ex-manufacture president of famous car Chrysler stated that “ You can have brilliant ideas, but if you can’t get them across, your brains won’t get you anywhere.” What the essence of speaking really is?

### **2.3 The Essence of Speaking**

Luoma (2004) explained that the essence of speaking contains features, speaking as an interaction has a mean and various in using spoken language. Language features including of: 1) the sound of speech; 2) spoken grammar; 3) words and words and spoken words; 4) slips and errors; 5) processing and reciprocity. Speaking as meaningful interaction includes speaking and spoken interaction to convey of meaning in interaction. Variation within spoken language use including : 1) talking to chat and talking to inform; 2) speaking different social situations; 3) roles and role relationship and politeness.

The first feature is the sound of speech which is received directly by listener when talking. From the sound of speech, people can express their personalities, identities, origins, and whether the speakers are native speakers or not. Widely, the meaning of sound of speech is mentioned pronunciation which includes segmental components such as vowel, diphthong, triphthong, consonant, and consonant group, suprasegmental sound includes stress, intonation, pitch and juncture.

Grammatical sentences of speaking which tend to be short, with the range time between two seconds or seven words, it differs with grammar which we learnt and grammatical sentences of written which is long and complex. Spoken languages often have incomplete sentences, non-specific words and little bit information in reduction of phrases and sentences. In spoken languages also exists grammatical differences between unplanned speech which tend to be informal and short and planned speech which tend to be long and formal since it usually related to formal situation so that sometimes it is practiced before.

Words and spoken words in speaking is the term to recommend with words, phrases, and particular pronunciation which common to use in particular situation. Interaction in spoken language usually tends to use generic words such as this one, that one, the round thing and vague words such as thing, thingy, thingummy). Spoken languages also have characteristics by appearing fillers and hesitation markers. Others features of spoken languages are slip of tongue and the mistakes which commonly occurred because of pronouncing words, mixing in sounds, and wrong choosing of word

because of missed attention. In daily speaking, they are regarded as normal things, even though when we speak second or foreign languages, they are regarded as the lack of language competences.

Variation in spoken language use relates to three important fields in the analysis of spoken language discourse, they consist of the purposes of speaking, situation of speaking, the role of speakers. The first is the purpose of speaking, it aims to maintain social relationships or to convey certain information seriously and need information-structuring skills, skills for organizing communication and skills for making information readily accepted. Variation of spoken language is also determined by social situation. Social situation can be described with reference to Hymes in 1972 in Luoma, although not all situations are relevant to the social framework Hymes. The skeleton was shortened to speaking with S, which means setting or circumstances or situations, such as classrooms; *P participants* consisting of speakers, listeners and viewers; *E ends*, which means purpose; *A act sequence* that is content and how to speak; *K key* on tone or manner of speech, such as supportive, friendly, open, and the official; *I instrumentalities* which include the mode of oral or written or recorded and forms of speech such as accent and variety dialect used; *N norms* are norms of interpretation and interaction norms such as the right to start a conversation, expressing views; and *G genre* are the type of text genres such as jokes, lectures, descriptions, presentations, and storytelling.

Other features affect varieties of spoken language are the role of speakers and relationship roles. The above feature can be seen as modesty aspect from social feature and contextual spoken situation. This modesty makes the speakers do not always follow the pattern of efficient communication initiated by Grice in 1975 in Luoma,(2004) namely conversational maxims which consists of quantity (provide enough information, do not over), quality (which is believed correct expression); relation (relevant or appropriate); and manner (brief, clear and orderly).

#### **2.4 Speaking in University Level**

In the university level, the students' speaking skill is more wide than in a school. Because the college students need good speaking skills at university to :

- a. engage actively in seminar discussions.
- b. give a paper / presentation at a seminar – sometimes the paper may be assessed by the tutor, your peers or yourself (or perhaps a combination of all three of these).
- c. answer questions from your course with other students informally, outside the classroom.
- d. get help from fellow students or the tutor about easy titles.
- e. socialize with other students by participating in clubs and societies, or even just by talking to others within your accommodation.



- f. discuss issues with your landlord/landlady if you have private rented accommodation.
- g. ask for help and when you need it and understand the advice you are given.
- h. attend a job interview in English.

(as cited in <http://ucl.ac.uk/lang-centre/eng/part-time/speaking>)

The students can find the seminar as one of the activities in the university, for example in Speaking 3 class. Each meeting contains of the presentation like speech, seminar, etc.

On the other hand they are need to be able to speak outside the classroom, especially to :

- a. give opinions
- b. agree and disagree
- c. deal with breakdowns in communication
- d. make suggestions
- e. refer to source in discussion
- f. check that others have understood you
- g. refer back to a previous point (e.g. 'As I was saying before', etc)
- h. say that you don't know something
- i. make the right noises when listening to others (e.g. 'a-ha', 'right', etc).

(as cited in <http://ucl.ac.uk/lang-centre/eng/part-time/speaking>)

In reality life these are often used. This is because the ways that people agree, disagree, interrupt, etc, are much less structured than we think. Having said this, it is

often useful to have some lists of set phrases to take into seminar with the students to boost their confidence.

## **2.5 Testing Speaking**

### **2.5.1 Standardized Testing**

A standardized test presupposes certain standard objectives, or criteria, that are held constant across one form of the test to another. (Brown 2004 : 67). It dictates standard procedures for administration and scoring. There are advantages and disadvantages from the standardized test. The advantages is standardized testing include, foremost, a ready –made previously validated product that frees the teacher from having to spend hours creating a test. And the disadvantages is center largely on the inappropriate use of such test, for example, using an overall proficiency test as an achievement test simply because of the convenience of the standardization. The examples of standardized test are Test of English as a Foreign Language (TOEFL), Educational Testing Service (ETS), University of Cambridge Local Examinations Syndicate (UCLES) and International English Language Testing System (IELTS). The writer picks IELTS as their speaking performance test and modified the topic based on students need and interest.

IELTS Academic tests all four language skills – listening, reading, writing and speaking. The Speaking test is a face-to-face interview with a certified Examiner. It is interactive and as close to a real-life situation as a test can get. Research shows that IELTS motivates test-takers to develop real and well-rounded English rather than learning by rote. This means your understanding of English is improved and valid for

real life in an English-speaking country IELTS is owned by three reputable, international organizations. It has the highest quality control and security procedures. More than 6000 organizations, including many government departments and universities, rely on IELTS. The IELTS scoring system is recognized globally, giving you a truly international result. as stated at ([http://www.ielts.org/test\\_takers\\_information/what\\_is\\_ielts/why\\_choose\\_ielts.aspx](http://www.ielts.org/test_takers_information/what_is_ielts/why_choose_ielts.aspx)).

Those reasons make the writer consider choosing IELTS as her reference to design testing and assessing the students' speaking skill.

### **2.5.2 Speaking Test**

When designing a test, Buck (2003) suggests noticing the interactiveness of tests. He proposes two principles in fulfilling the interactiveness, firstly is the successful completion of the task should be dependent on comprehension of the text, secondly is the knowledge, skills, and abilities requirement to comprehend the test representing the knowledge, skill, and abilities in the construct definition.

In IELTS Academic Speaking Test, there are 3 parts:

- Part 1 is about around familiar topics such as name, home, subjects in college, hobbies. The allocated time is 1-2 minutes. The aim is to build confidently between examiner and the examinee. It is important that examinee relax and speak as confidently as they can and also gives the examiner the chance to find out a little about you through some simple 'getting-to-know-you' questions.

- Part 2 is describing something. Time allocated is 1-2 minutes. It could be describe a person, place, thing, place, picture, movie, book, historical figure, etc. The aim is to make the examinee talk and show their speaking skill about describing something in detail.
- Part 3 is discussion. Allocation time is about 3-4 minutes. This part is called advanced discussion, because the students should be analyze, predict, describe, evaluate, talk their opinion, tell about cause and effect also the possibilities. This part aims to make the examinee speak-out their range of vocabulary, pronunciation, grammatical range and accuracy.

(as cited at [http://www.ieltshelpnow.com/academic\\_speaking\\_test\\_tutorial.html](http://www.ieltshelpnow.com/academic_speaking_test_tutorial.html) )

In this study, the speaking skill was assessed by using Holistic scoring rubric from IELTS. The following IELTS band scores are used to measure your abilities in the English language according, at least, to the IELTS score. In IELTS that there is no "pass" or "fail". The writer is looking for and how your speaking is graded. Here are the post that gives you a brief outline of the grading criteria, how band scores are calculated and how examiners typically grade the speaking :

## The 4 grading criteria

<b>Fluency and coherence</b>	How fluently you speak and how well you link your ideas together
<b>Pronunciation</b>	How accurate your pronunciation is
<b>Lexical resource</b>	How accurate and varied your vocabulary is
<b>Grammatical range and accuracy</b>	How accurate and varied your grammar is

The students get a score out of 9 for each of the criteria, they are added together and then that score is divided by 4. An example: So let's take an example. Here is someone who has forgotten to think about coherence and hasn't fully answered the question. S/he has good general English so does well in grammar and vocabulary, but sadly that is not enough.

- grammar 7
- vocabulary 7
- pronunciation 6
- coherence 4

$7+7+6+4 = 24$  and 24 divided by 4 equals 6. The message is grammar and vocabulary are not enough – you need to focus on all the criteria throughout the exam.

(as in [http:// www.IELTS.com/IELTS speaking – band scores explained/Dominic Cole's IELTS Blog.htm](http://www.IELTS.com/IELTS_speaking – band scores explained/Dominic Cole's IELTS Blog.htm)).

That is IELTS and the writer interprets these criteria in a particular way. The students should spend time understanding the detail here as that way they can avoid many common mistakes.

The types of questions that come in the IELTS Academic Speaking Test are very general in nature and are designed so that anyone around the world, regardless of what background or culture they come from, should be able to answer them. The questions will not be overly personal and will avoid contentious subjects such as politics, sex or religion. All the questions will be open questions rather than closed questions. An open question asks the candidate to give an extended answer, and so have the opportunity to show how good his English is. A closed question is one that can be answered by a single word or a couple of words. So, you will not get a question like:

*Do you like living in your town?*

A student could just answer yes. Any answers like this will just be followed by the question why? so you have to extend your answer (what you should have done after the "yes" anyway). Anyway, the question is more likely to be:

*Why do you like living in your town?*

Here a student has to give an explanation and therefore the examiner hears plenty of English which will help him or her evaluate them.

(as cited at [http://www.ieltshelpnow.com/academic\\_speaking\\_test\\_tutorial.html](http://www.ieltshelpnow.com/academic_speaking_test_tutorial.html) )

This test make the respondent speak-up and give chance to show off their speaking skill, because item of question is about their environment for example their experience, hobby, favorite, etc.

## **2.6 Assessing Speaking**

In deciding what activities will be inserted in the assessment, teachers or tester should pay attention to the speaking sub-skills. Brown proposes micro and macro skills for speaking. He proposes eleven points for micro skills and five points for macro skills (2004 : 142-143) In the *micro-skill of speaking*, the speaker have to;

- (1) Produce differences among English phonemes and allophonic variants,
- (2) Produce chunks of language of different lengths,
- (3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours,
- (4) Produce reduced forms of words and phrases,
- (5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes,
- (6) Produce fluent speech at different rates of delivery,
- (7) Monitor one's own oral production and use various strategic devices—to enhance the clarity of the message,
- (8) Use grammatical

word classes (nouns, verbs, etc), system e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms, (9) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents, (10) Express a particular meaning in different grammatical forms, (11) Use cohesive devices in spoken discourse.

The micro skills refer to yielding the small elements of language such as, phonemes, morphemes, words, collocations, and phrasal units. To be able to produce different intonation and stress, to be able to use a range of vocabulary and grammatical structures are the example elements of micro skills. In brief, micro skills deal with the small elements of language which contain ingredients of difficulties. And in the *macro-skills* of speaking deals with: (1) appropriately accomplish communicative functions according to situation participants and goals. (2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations. (3) Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. (4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. (5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.



While the macro skills focus on the larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options. Talking about a range of common topics (e.g. family, school, hobbies etc), expressing a wide range of function, and knowing a range of basic script (how to start and finish a conversation, how to buy things in a shop or order in a restaurant) are the example elements of macro skills.

## **2.7 Scoring Rubric**

In addition to the plain score, there is usually a shorter or longer statement that describes what each score means, and the series of statements from lowest to the highest constitutes a rating scale. (Luoma 2003: 59). There are two basic approaches to scoring, holistic and analytic.

He stated that holistic scales are practical for decision-making because they only give one score. It make rating quick because there is less to read and remember than in a complex grid with many criteria. For example the stages of ACTFL proficiency guidelines-speaking from lowest to the highest, from *Novice*, *Intermediate*, *Advanced* and *Superior*.

On the other hand, analytic scales is methods of scoring which require a separate score for each of a number of a aspect of a task. (Hughes 2003: 100). There are a number of advantages to analytic scoring. First, it disposes of the problem of uneven development of subskills in individuals. Secondly, scorers are compelled to consider aspect of performance which they might otherwise ignore. And thirdly, the

very fact that the scorer has to give a number of scores will tend to make the scoring more reliable. The main disadvantage of the analytical is the time that it takes. Even with practice scoring will take longer than with the holistic.

The choice between holistic and analytic scoring depends in part on the purpose of the testing. If diagnostic information is required directly from the rating given, then analytic scoring is essential. The choice also depends on the circumstances of scoring. If it is being carried out by a small, well-knit group at a single sit, then holistic scoring, which is likely to be more economical of time.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses the methodology used in this study. The discussions of this chapter include the research procedure, time and place of the study, population and sample of the study, the site and place, data collection technique, and data analysis procedure.

#### **3.1 Research Method**

This study uses survey method. As Burns (2000:566) states, “the descriptive survey aimed at estimating as possible the nature of existing conditions, or the attribute of a population.” Survey is used due to its flexibility in the sense that a wide range of information can be collected.

Burns (2000:567) found the chief characteristics of the survey:

- 1) It requires a sample of respondents to reply to a number of standard questions under comparable conditions.
- 2) It may be administered by an interviewer, by mailing the respondent a form for self-completion or by telephone.
- 3) The respondents represent a defined population. If less than a 100 percent of the defined population is sampled then a sample survey has been conducted but if it is a 100 percent survey is a census.
- 4) The result of the sample survey can be generalized population.

5) The use of standard questions enables comparisons of individuals to be made.

In this case, this study investigates the students' speaking skill. The research deals with speaking test spread to students in Speaking 3 class at the third semester , they are 09 Dik A reg, 09 Dik B Reg, SB Reg, 09 SB MDR, 09 SA MDR, and Dik A MDR.

Furthermore, Cresswell (2008: 388) said that Survey Research designs are procedures in quantitative research in which investigations administer a survey to a sample or to entire population of people to describe the attitudes, opinions, behaviours, or the characteristic of the population. Perspective of population in this study is fit with the explanation by Cresswell, and gives the quantitative and qualitative result.

### **3.2. Time and Place of the Study**

This research was conducted at the English Department of State University of Jakarta involving by Speaking 3 class which are taken by the 093 semester . There are 6 classess parallel with 5 lecturers. The total of students are 102 students. The total students has been tested are 81 students. They were the students from 09 Dik A reg are 20 students, 9 students from 09 Dik B Reg , from 09 SB Reg are 18 students, 09 SB MDR are 16 students, 09 SA MDR are 15 students, and Dik A MDR are 15

students. Both from educational and non-educational students. It has been started from September 2010 until December 2010.

### **3.3 Data and Data Source**

The data obtained from the test of students' speaking skill by using one of the modification standardized tests is the International English Language System (IELTS).

### **3.4. Instrument of the Study**

The instruments designed by the researcher to find out the profile of ED 2009/2010 students' speaking encountered by Speaking 3 courses students in speaking skill is testing speaking. The writer takes that test based on IELTS modification test. There are 3 parts. Part 1 is about around familiar topics such as name, home, subjects in college, hobbies. The allocated time is 1-2 minutes. The aim is to build confidently between examiner and the examinee. It is important that examinee relax and speak as confidently as they can and also to gives the examiner the chance to find out a little about you through some simple 'getting-to-know-you' questions. Part 2 is describing something. Time allocated is 1-2 minutes. It could be describe a person, place, thing, place, picture, movie, book, historical figure, etc. The aim is to make the examinee talk and show their speaking skill about describing something in detail. Part 3 is discussion. Allocation time is about 3-4 minutes. This part is called advanced discussion, because the students should be analyze, predict,

describe, evaluate, talk their opinion, tell about cause and effect also the possibilities. This part aims to make the examinee speak-out their range of vocabulary, pronunciation, grammatical range and accuracy. Time allocated for each student is about 10minutes. Then students are asked to answer them using tape recorder. This instrument is to gain the speaking data. The test of speaking is categorized into fluency and coherence, pronunciation, lexical resource, grammatical range and accuracy. As previous chapter discuss.

### **3.5. Pilot Study**

The test is tried out to 5 students of each class. There are six classes. The total is 30 students.

#### **3.5.1 Validity**

The instrument used in this study is tested by using content validity. As stated in <http://allpsych.com/researchmethods/validityreliabilityhtml> (retrieved on May 9th, 2010). Content validity is concerned with a test ability to represent all of the content of particular construct. This type of validity is used to know whether each question is suitable to measure what phenomenon should be measure.

The result of the test is 90% questions in the test were answered by the students. It showed that item the test had used in this study is valid and 10 % had no answer and blank.

### **3.5.2 Reliability**

The next step after we measured the validity, now we analyzed the reliability of the test. To analyze the reliability the writer used interrater reliability. As stated in <http://www.socialresearchmethods.net/kb/reotypes.php> (retrieved on January 2th, 2011). There are two major ways to actually estimate inter-rater reliability. If the writer measurement consists of categories -- the raters are checking off which category each test falls in -- can calculate the percent of agreement between the raters. The writer had 81 speaking test recording that were being rated by two raters. For each recording, the rater could check all of four criteria. It does give an idea of how much agreement exists, and it works no matter how many categories are used for each recording.

According to the analysis, the test had good validity and reliability (see appendix 4). The writer continues to use this test to investigate students' speaking skill.

### **3.6 Data Collection Technique**

To answer the research question, How is the profile of English Department (ED) students' speaking skill? There are some steps designed by the writer

- 1) the first step is finding the resources related to the issue.
- 2) Next, is defining and analyzing the problem with the resource. So, the writer can find the appropriate method with the hypotheses.

- 3) After that, is making the instrument; questions for the test. The test used English to make the students show their speaking skill in order to answer the questions. The design of the questions test is based on IELTS question types. This process took some time from September until November.
- 4) Around November, the writer started tried out the test to know whether the test valid and reliable or not using IELTS.
- 5) After the data proven valid and reliable, on December the writer started collect by testing the students using the tape recorded. There are 6 classes that tested by the researcher; 09 Dik A reg, 09 Dik B Reg, SB Reg, 09 SB MDR, 09 SA MDR, and Dik A MDR.
- 6) On December the data from the test were collecting.
- 7) After that the writer transcribing the test into student test transcript.
- 8) On December, gives Band for each student by inter-rater. Around January, the writer identifying the assessment criteria by comparing the data in each category; there are fluency and coherence, pronunciation, lexical resource, grammatical range and accuracy.
- 9) And then classifying them into the table presentation based on the data source.
- 10) to make easy to read it, the writer made the graphic of each category
- 11) By classifying the data, the writer would find the dominant and the less ones in each category. The last was the taken data was interpreted based on the findings.



### **3.7 Data Analysis Procedure**

In analyzing the data, all recorded were transcribed to make the researcher easy to classify the aspect of assessing; the result becomes students' transcript test. Firstly, the data were rated by interrater based on the four speaking IELTS criteria, Fluency and Coherence, Lexical Resources, Grammatical Range and Accuracy, and Pronunciation. Firstly, the data were presented into students' transcript test and after that each of them are analyzed by using interrater to minimize subjectivity. All the data were presented on quantitative and qualitative result. In order to test the validity and reliability of the test given, the writer piloted the instruments.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter elaborates the findings and discussion in this study. The explanations of them are presented below;

#### **4.1 Findings**

##### **4.1.1 ED Students' Speaking Profile**

From the 81 speaking transcripts, the writer classified the data based on the criteria (see appendix 3) of speaking and students' Speaking 3 class as presented below :

##### **1) Fluency and coherence**

Fluency is a combination speed of speech, length of answer and pausing correctly. Whereas the coherence is the ability to expand your answers, to answer the questions directly, to add relevant detail to explain or illustrate your answers and to connect your sentences by using tenses and connectors.

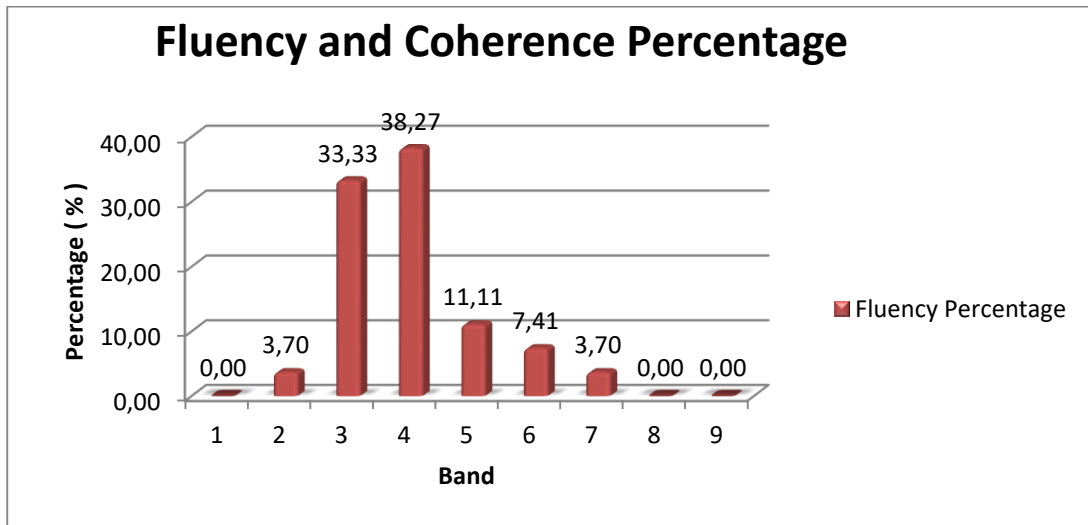
The writer found that some components are missing in several parts, as presented by the table and the graphic below:

**Table 1 : Students' Fluency and Accuracy**

<b>Band</b>	<b>Total Student</b>	<b>Percentage (%)</b>
1	0	0.00
2	3	3.70
3	27	33.33
4	31	38.27
5	9	11.11
6	6	7.41
7	3	3.70
8	0	0.00
9	0	0.00

Viewing the result of table above, the research can obtain the description that: As many as 31 students got Band 4, while of 27 students in Band 3, in Band 5 is 9 students, Band 6 with the 6 students, in Band 2 and 7 have the same number are 2 students and the rest are Band 1, 8 and 9 are 0 students. Thus, according to most of students' response, they give only simple responses and is frequently and unable to convey basic message.

**Graphic 1. Students' Fluency and Coherence Percentage**



The graphic above shows that each aspect of the test consist of 9 Band related to the criteria in speaking competence. They are Band 4 with percentage 38, 27%, while in Band 3 with percentage 33,33%, in Band 5 with percentage 11,11%, Band 6 with percentage 7,41%, and in Band 2 and 7 with percentage 3,70%, and the rest are Band 1, 8 and 9 are 0% percentage.

From the graphic show that most of the students in Band 4. Band 4 in the aspect of Fluency and Coherence means that speaks with long pauses, has limited ability to link simple sentences, gives only simple responses and is frequently and unable to convey basic message. The students should note that very fast or very long answers are not necessarily good, as you may be notice for poor pronunciation or lack of coherence. In the speaking the main point is that they are able to express yourself clearly. Another common mistake is not answer the question.

## 2). Lexical Resources

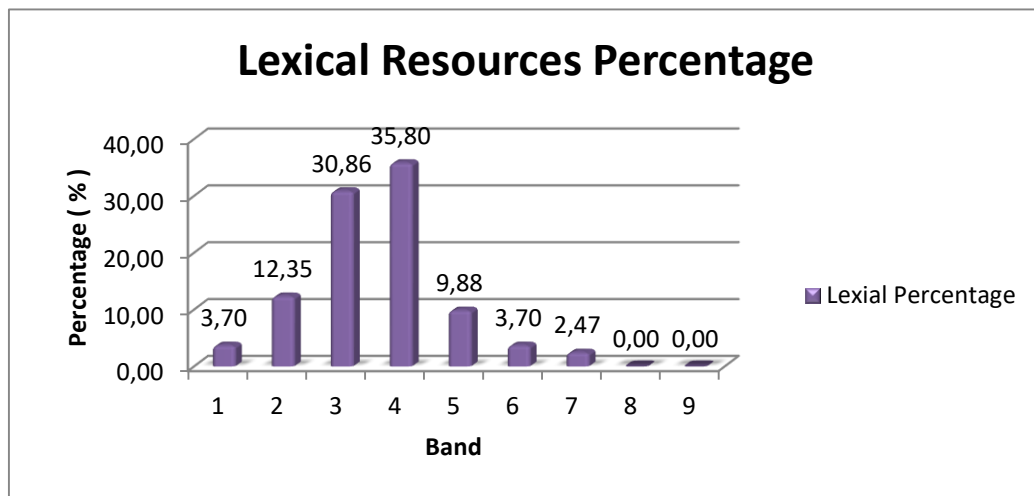
The key concept in lexical resources criteria is clarity. The student should have enough words to express their selves clearly. This is judged by their ability to have enough vocabulary to discuss a range of topics, to use vocabulary accurately, be able to explain yourself when you do not have the right word. Here is the table and the graphic as presented below,

**Table 2. Students' Lexical Resources**

<b>Band</b>	<b>Total Student</b>	<b>Percentage (%)</b>
1	3	3.70
2	10	12.35
3	25	30.86
4	29	35.80
5	8	9.88
6	3	3.70
7	2	2.47
8	0	0.00
9	0	0.00

From the table above, a number of 29 students in Band 4, Band 3 with 25 students, 10 students in Band 2, in Band 5 there are 8 students. In Band 1 and 6 have 3 students and Band 7 with 2 students and the rest are Band 8 and 9 are 0 students. It means that they can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice

**Graphic 2. Students' Lexical Resources Percentage**



Most of the students got Band 4 in this aspect with percentage 35, 80%, follows Band 3 with percentage 30,86%, in Band 2 with percentage 12,35%, Band 5 with percentage 9,88%, Band 1 and 6 with percentage 3,70%, and in Band 7 with percentage 2,47%, and the rest are Band 8 and 9 are 0% percentage.

Band 4 in this aspect means they are able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word

choice. The second is rarely attempts paraphrase. A common mistake here is to use long words without really knowing what they mean.

### 3). Grammatical Range and Accuracy

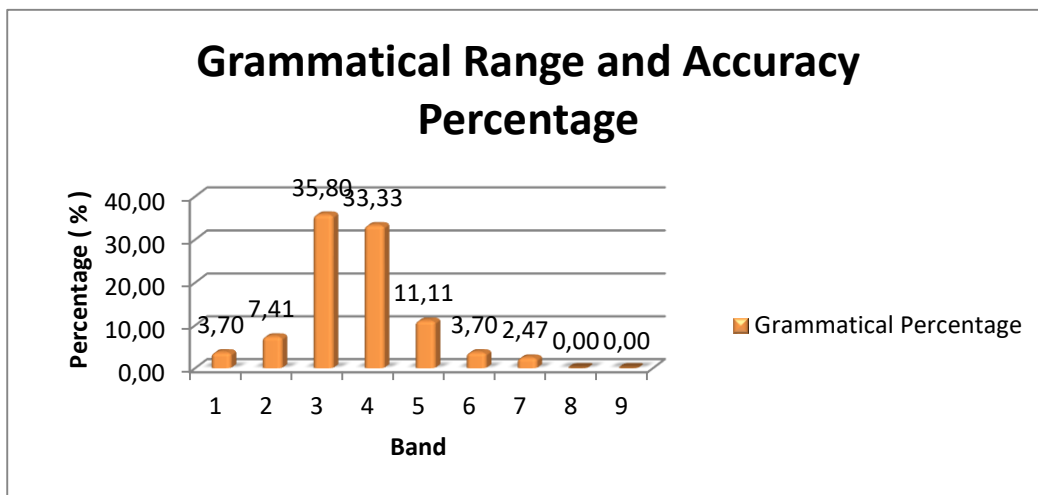
There are two key points to understand this aspect. First is the students needed to avoid grammar mistakes especially with their tenses also to use a range of grammatical structures and second is they should not just use simple sentences all the time. Here are the table and graphic presented below :

**Table 3. Students' Grammatical Range and Accuracy**

<b>Band</b>	<b>Total Student</b>	<b>Percentage (%)</b>
1	3	3.70
2	6	7.41
3	29	35.80
4	27	33.33
5	9	11.11
6	3	3.70
7	2	2.47
8	0	0.00
9	0	0.00

From the table above a number of 29 students in Band 3, Band 4 is 27 students, 9 students in Band 5, in Band 2 there are 6 students. In Band 1 and 6 have 3 students and Band 7 with 2 students and the rest are Band 8 and 9 are 0 students. It means they make numerous errors except in memorized expressions.

**Graphic 3. Students' Grammatical Range and Accuracy Percentage**



Most of the students got Band 3 in this aspect with 35, 80%, follows Band 4 with percentage 33,33%, in Band 5 with percentage 11,11%, Band 2 with percentage 7,41%, Band 1 and 6 with percentage 3,70%, and in Band 7 with percentage 2,47% and the rest are Band 8 and 9 are 0%.

From the graphic above, can be seen that most of the students in band 3 for this aspect, it means their attempts basic sentence forms but with limited success, or relies on apparently memorized utterances and makes numerous errors except in memorized expressions.



#### 4. Pronunciation

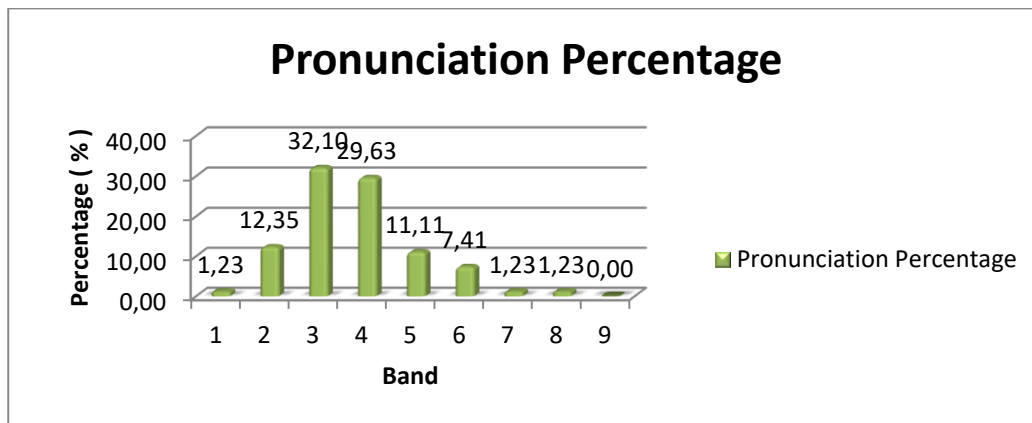
The main point are that the students pronunciation is easy to understand and whether they are able to make your meaning clear. Features of good pronunciation include basic word pronunciation, linked speech sounds, correct sentence stress, correct use of intonation (rising and falling). The writer note that there is no need to have a “British” or “American” accent. Here are table and graphic below :

**Table 4. Students’ Pronunciation**

<b>Band</b>	<b>Total Student</b>	<b>Percentage (%)</b>
1	1	1.23
2	10	12.35
3	26	32.10
4	24	29.63
5	9	11.11
6	6	7.41
7	1	1.23
8	1	1.23
9	0	0.00

From the table above a number of 26 students in Band 3, Band 4 with 24 students, 10 students in Band 2, in Band 5 there are 9 students, Band 6 with 6 students. In Band 1, 7 and 8 have 1 student and the rest are Band 9 is 0 student. It shows that some but not all uses a limited range of pronunciation features.

**Graphic 4. Students' Pronunciation Percentage**



Most of the students got Band 3 in this aspect with percentage 32,10%, follows Band 4 with 29,63%, in Band 2 with 12,35%, Band 5 with 11,11%, Band 6 with the percentage 7,41%, In Band 1,7 and 8 with percentage 1,23%, the rest are Band 9 is 0%.

From the graphic above, can be seen that most of the students got band 3 for this aspect, it means their speech is often unintelligible, some but not all uses a limited range of pronunciation features, attempts to control features but lapses are frequent, mispronunciations are frequent and cause some difficulty for the listener.

## 4.2 Discussion

Based on the analysis, the researcher tries to analyze and make the connection between the findings and the research questions. The research questions of this study is, how is the profile of English Department (ED) 2009/2010 students' speaking skill?

Based on the analysis above, the writer finds some information to answer the question number from the finding parts. In Fluency and Coherence category the most students got band 4, it means their fluency and coherence are speaks with long pauses, has limited ability to link simple sentences, gives only simple responses and is frequently and unable to convey basic message. The writer note that the students should consider that very fast or very long answers are not necessarily good, as you may be notice for poor pronunciation or lack of coherence. Fluency is a speaking in a natural phase without hesitating too much. But fluency doesn't mean speaking quickly. Sometimes speaking too fast can make it harder to be understood. Another aspect to fluency is the smoothness of your speed. This means the students don't have to stop to think the right word. In the speaking the main point is that they are able to express themselves clearly.

For example in the test students usually use expression "*um.., like.., you know.., I guess..*," It's called fillers . Fillers are use to tell your listener that you have not finish but you are thinking what you are saying next. They don't carry meaning like words too. It's fine to use fillers but be careful to not over to use them. And the

students usually use those to start their sentence. Another common mistake is the students cannot answer the question and asked to skip it.

Second is Lexical Resources. The finding shows that the most students got band 4. This criterion tells that they are able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice but rarely attempts paraphrase.

Luoma (2004) stated that variation in spoken language use relates to three important fields in the analysis of spoken language discourse, they consist of the purposes of speaking, situation of speaking, the role of speakers. The first is the purpose of speaking, it aims to maintain social relationships or to convey certain information seriously and need information-structuring skills, skills for organizing communication and skills for making information readily accepted.

The key concept in this aspect is clarity you have enough words to express yourself clearly. This is judged by students' skill to have enough vocabulary to discuss a range of topics, to use vocabulary accurately, be able to explain themselves when they do not have the right word. Most of them use *Bahasa* to substitute the word that they don't know, such as “*apa yah, yah gitu deh, ya, lupa, apa namanya,* etc.” And most of them used the common word. For example, in part of discussion they were asked to give their suggestion, most of them started the sentence with “*I think.., I suggest that..*”. Related to the speaking in university level as previous

chapter said that give a paper / presentation at a seminar – sometimes the paper may be assessed by the tutor, your peers or yourself (or perhaps a combination of all three of these), they should have a wide of vocabulary to show their suggestion. They can started with, “*If I have to guess, I say.., I’m not for sure but from my observation.., I imagine that.., I supposed.., it seems to me that.., from my opinion.., well, I would say..,*” they appropriate to use when the students don’t know necessarily right answer.

Third is Grammatical Range and Accuracy. Most of the students got band 3 for this aspect, it means their attempts basic sentence forms but with limited success, or relies on apparently memorized utterances and makes numerous errors except in memorized expressions. There are two key points to understand here that the students need to avoid grammar mistakes especially with your tenses also to use use a range of grammatical structures and they should not just use simple sentences all the time. As Luoma (2004) stated Spoken languages also have characteristics by appearing fillers and hesitation markers.

There are number of questions in the test related to compare and contrast testing their grammatical range and accuracy, One of them is, “In terms of the media, which do you think will play a main role in the present time, television or internet?” Most of them using their opinion and using word, “*television because..or I think the internet because..*”. There are a number of grammatical structures that the students can used to make comparison and differences. When the question is about contrast and comparison they should use word “both” to say the two together. They similar

that they know a lot of those things. Then they can contrast them to the match by using the word “but” as their choice. They can use superlative, by using word “the most” because they contrasting the two things.

Next is pronunciation that most of the students got band 3 for this aspect, it means their speech is often unintelligible, some but not all uses a limited range of pronunciation features, attempts to control features but lapses are frequent, mispronunciations are frequent and cause some difficulty for the listener.

One of the aspects important in English spoken is intonation. Because it conveys meaning in many ways. As Lado stated that the first aspect to have attention in someone’s spoken is pronunciation aspect. While that aspect is not everything in speaking ability, it doesn’t mean that pronunciation not to pay attention carefully and to teach well. For example using high or rising tone to answer yes or no question. Here is one of the question, “*Have you ever go to the our new library?*” The rising tone is using for showing expectation and for showing interest and excitement. A falling tone can show unconfident. A low or falling tone is use to make a statement. Falling and rising tone is also to explain something, express uncertainty. But most of them using rise tone when showing their unconfident and statement.

## Chapter V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

Based on the findings and discussion in, it could be concluded that the objective of the department is to produce students with oral and written communication competence in English; graduates must master a variety of discourse by doing various activities in English and has a broad and deep understanding of the processes of effective communication in English. has not been achieved yet. It can be proved by the profile of :

- A number of students (38, 27%) got Band 4 in Fluency and Coherence with percentage It means that they cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction, links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence. the students should note that very fast or very long answers are not necessarily good, as you may be noticed for poor pronunciation or lack of coherence. In the speaking the main point is that they are able to express their clearly. Another common mistake is to not answer the question.
- For Lexical Resources, 29 students (35, 80%) got Band 4. In this band, they are able to talk about familiar topics but can only convey basic meaning on

unfamiliar topics and makes frequent errors in word choice, rarely attempts paraphrase. The writer found that in a common mistake here is to use long words without really knowing what they mean.

- In Grammatical range and Accuracy, 29 students (35, 80%) were in Band 3. They attempt basic sentence forms but with limited success, or rely on apparently memorised utterances, make numerous errors except in memorised expressions.
- In Pronunciation 26 students (32,10 %) were in Band 3. It means speech is often unintelligible uses a limited range of pronunciation features, attempts to control features but lapses are frequent, mispronunciations are frequent and cause some difficulty for the listener. is needed to be able to make a sentence other than tenses of course.

## **5.2 Recommendations**

Based on the conclusion above, there are some things that the writer wants to suggest:

- Speaking class is an important subject to take, besides the linguistic subject. It is needed to improve to make the students speak up.
- The limitation of Vocabulary problems can be solved by asking them to memorize what the lecturer gave them every day.



- The lecturer is supposed to be more creative to build atmosphere in the classroom to make the students comfort and can make the students show their speaking skill.
- The lecturer gives the students the strategies in speaking. The students need to know more besides the grammar, vocabulary and conversation, so that students can master all. For example download the video of good presentation and then next day they must practise in class. It makes the students learn much and unconsciously follow them as their role in good speaking.

## REFERENCES

Bachman, Lyle F. 1990. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices*. USA: Pearson Education, Inc.

Cambridge University. *Cambridge Advanced Learners' Dictionary 3<sup>rd</sup> Edition*. 2008. Cambridge University Press

Fulcher, G. 2003. *Testing Second Language Speaking*, Pearson Longman, Great Britain.

Iskandar, Ifan. 2010. *Proposal Penelitian, Pengembangan Rancangan Bahasa Inggris Menggunakan Pendekatan Pembelajaran Berbasis Strategi*. Jakarta.

Luoma, Sari. 2004. *Assessing Speaking*. Cambridge University.

Nunan, D. 2003. *Practical English Language Teaching*: Mc Graw Hill, New York Inc.

Universitas Negeri Jakarta. 2009. *Buku Pedoman Akademik 2009/2010*. Jakarta.

### Sites and Webs:

<http://www.brainyquote.com/words/ab/ability126113.html>).

<http://www.allwords.com/word-skill.html>

[http://www.ielts.org/test\\_takers\\_information/what\\_is\\_ielts/why\\_choose\\_ielts.aspx](http://www.ielts.org/test_takers_information/what_is_ielts/why_choose_ielts.aspx)

<http://www.dcielts.com/ielts-speaking/band-scores-explained-2/>

[http:// www.IELTS.com/IELTS speaking – band scores explained/Dominic Cole's IELTS Blog.htm](http://www.IELTS.com/IELTS_speaking_-_band_scores_explained/Dominic_Cole's_IELTS_Blog.htm)).

<http://allpsych.com/researchmethods/validityreliabilityhtml>

[http://simple.wikipedia.org/wiki/English\\_language/](http://simple.wikipedia.org/wiki/English_language/)