

AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT THE FIRST GRADE OF ADMINISTRATION OFFICE OF SMK YPLP PGRI BANGKINANG

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ABSTRACT

The objective of the research is to describe how is students' speaking skill. This research was conducted at SMK YPLP PGRI Bangkinang academic year 2015/2016 as the subject of the research. The subjects of this research were consisted of 24 students at the first grade of administration office. The method of the research was Descriptive Research. The design of this research was a collaborative means that the writer worked collaboratively with English teacher in the class. The writer used three instruments in this research were observation, test for students, and questionnaire to students about speaking skill. Based on the result of this research showed that score of the students' observation who active in this classroom activities beginning from open activities until closing activities was 11 or 44% students. Then, from the result of test, it showed that only 4 or 17% the students who passed Minimum Mastery Criterion (KKM) in test. Furthermore, the result of questionnaire showed that 11 or 46% the students were enjoy it. The students could be produce speak English and understands about it. The students also felt confidence when speak English. Meanwhile, 13 or 54% the students were not enjoy teaching-learning speaking English. The students could not be produce speak English and misunderstanding about it. The students also felt shy when speak English. It means the students' speaking skill in this class is low.

Keywords: Students, Speaking, and Skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana speaking skill siswa. Penelitian ini dilaksanakan di kelas X Administrasi Perkantoran di SMK YPLP PGRI Bangkinang tahun ajaran 2015/2016 sebagai subjek penelitian. Subjek dari penelitian ini berjumlah 24 siswa kelas X Administrasi Perkantoran. Metode yang digunakan dalam penelitian ini adalah Descriptive Research. Design dalam penelitian ini yaitu penelitian deskriptive collaburative yaitu bekerja sama dengan guru bahasa Inggris sebagai kolaborator. Penulis menggunakan 3 instruments dalam penelitian ini yaitu, Observasi, Test, dan questionnaire yang di berikan kepada siswa tentang speaking siswa. Hasil penelitian ini menunjukkan bahwa nilai rata-rata dalam observasi siswa yang aktif di kelas dimulai dari pembukaan sampai penutup adalah 11 atau 44% siswa. Kemudian, dari hasil test, menunjukkan bahwa hanya 4 atau 17% siswa yang mencapai KKM . Selanjutnya, hasil dari questionnaire diketahui bahwa 11 atau 46% siswa menyukai pembelajaran bahasa inggris. Siswa bisa berbicara bahasa inggris dan paham tentang itu. Siswa juga merasa percaya diri ketika berbicara bahasa inggris. Sementara, 13 or 54% siswa tidak menyukai pembelajaran bahasa inggris tentang speaking. Siswa tidak bisa berbicara bahasa inggris dan kurang paham tentang apa yang dia bicarakan. Siswa juga merasa malu ketika berbicara bahasa inggris. Itu artinya, kemampuan berbicara siswa di kelas ini adalah rendah.

Kata Kunci: Siswa, Berbicara, dan Kemampuan

A. Introduction

English has been adopted as an international language. English is used to communicate information, chiefly in science and technology. Moreover, English is very important and has many interrelationships with various aspects of life owned by human being.

In Indonesia, English is not only regarded as a second language which is widely used in both formal and informal occasions but also considered as the first foreign language and taught formally from elementary school up to the university level. Therefore, English major course must be learned and mastered by every students.

In modern era speaking English is very universal thing so that it can make people to be able to interact and communicate easier eventhough we come from different countries in the world. Many people have ability to speak in front of other people. By speaking with the people from different countries, people are able to know what happens in the world. People in the world use English to communicate each other and use speaking to interact each other too. So communication and speaking cannot be seperated because they are connected each other. People are be able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

According to the curriculum, the students learn English as a foreign language and the objective of the English teaching and learning process is to enable students to use English to communicate in both oral and written forms. However, the students be able to Communicate in English on the Novice Level.

In learning English language, learners need to master four language skills. There are the receptive skills and productive skills. Receptive skills include listening skills and reading skills, while the productive skills include speaking skills and writing skills . The receptive and productive skills need to be developed in the language learning process in English. The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.

One of language skill aspects which is very important in fielding creative, critical and smart future generation is speaking skill. By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

Brown (2004: 140) defines that speaking is a productive skill that can be directly an empirically observed. In a fact the writer can conclude that speaking is very important to communication, express of feeling, opinion, and socialization. Furthermore, we can see that the blind peoples have language to express what they want. They speak with their body (Body language), this is give an evidence that speaking is really important to peoples.

Speaking is one of the language skills taught to students. At vocational high schools (SMK) the teaching and learning process is targeted to enable students to communicating in English on the novice level (*Depdiknas: 2006*). In reality, vocational high school students only learn English for four until five hours per week. On that time they get the materials which do not include the four English skills. Sometimes they just improve reading and writing ability, with little improvement in speaking.

Practically, in teaching-learning process in the classroom, some students do lots of mistakes or even some errors in their speaking activity. Based on language testing book, the criteria of evaluation of testing speaking have five criteria, including: Structure/grammar, Vocabulary, Comprehension, Fluency, and Pronunciation.

One of the most difficult aspects of language learning for the teacher is to help the students learn to talk in the foreign language. Students are usually faced by some problems in learning speaking. They are not conversant with spoken English. These are some problems with the speaking activities which are faced by the students at SMK YPLP PGRI Bangkinang.

Firstly, speaking involves the students' real-time exposure to the audience. Students are often inhibited about what to say in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention from their classmates.

Secondly, teacher often hears students complain that they cannot think of anything to say. They cannot express anything when they feel that they should speak on the topic they are unfamiliar with it.

Thirdly, the students low or uneven participation. Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each student will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

Fourthly, students may tend to use mother tongue where a number of students share the same mother tongue. They may tend to use it because it is easier, it feels unnatural to speak to one another in a foreign language, and

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney in Susanti, 2007:6). While another expert, Huebner in Susanti (2007:6), speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it is not an intellectual process. It consists of competence in sending and receiving messages. In addition, speaking is an essential tool for communicating, thinking, and learning.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

According Brown (2004: 140) defines that speaking is a productive skill that can be directly an empirically observed. Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1988:13 and Gebhard, 1996:169 in). Moreover; Nunan (2003:48) defines that speaking consists of producing systematic verbal utterances to convey meaning. In a fact the writer can conclude that speaking is very important to communication, express of feeling, opinion, and socialization. Furthermore, we can see that the blind peoples have language to express what they want. They speak with their body (Body language), this is give an evidence that speaking is really important to peoples.

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally (florez and Cunningham cite from Brown; 1994, Burn & Joyce; 1997 in <http://www.ericdigests.org/2000-3/adult.htm>). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

Gatenby (1972:76) argues that what is essential in learning a language is that the language being studied should be, as far as possible, the sole medium of communication in any given environment. He further states that in order to be learnt, a language must be used. This implies that whenever communication takes place, it

involves speaking and whenever speaking takes place, it must belong to a certain language.

To make clear about the nature of speaking, the writer refer to definition of speaking itself. Speaking refers to the act of expressing thought, ideas and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning of the message that we convey. The speaker can ask questions, answer questions, influence others, give directions, and generalization. What do we need to know and be able to speak.

As a skill which enables us to produce utterances, when genuinely communicative, speaking are desire and purpose-driven. In other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressin a wish or a desire to do something; negotiating and or solving a particular problem; or establishing and mantaining social relationship and friendship.To achieve these speaking purpose, we need to activate a range of appropriate expressing used in daily communication.

When two people are engaged in talking to each other we can be fairly sure that they have purpose of speaking. Their purpose are:

- a. *They want to say something.* The first purpose or reason why people speak because they want to say something. Here is used in general way to suggest that speaking make definite decision to other people. Speaking may of course be forced upon them, but we can still say that they feel need to speak otherwise they would keep silent.
- b. *They have some communicative purpose.* Beside the desire to speak, speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners; they may want to give some information or want to charm pleasure. They may decided to be rude or to flatter, to agree or complain. In each of these cases they are interested in achieving this communicative-urpouse what is the important the message they wish to convey and the effect they want it to have.
- c. *They select from their language store.* Every speaker has desire or purpose to speak even he/she can not speak and speakers have an infinite capacity to creat new sentences (especially if they are native speaker). In order to achieve this communicative purpose they will select (from the “store” of language they possess). They think is appropriate for this purpose.

Speaking English can be particularly difficult because speaking happen in real time, it requires the simulteneous use of a number of abilities which often develop at different rates. Generally, there are a least five components of speaking skill concerned with it such as following:

- a. Grammar
It is needed for students to arrage a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978; 5) that the student’s ability to manipulate structure and to distinguish appropriate grammar form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
- b. Vocabulary
One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.
- c. Comprehension
Oral communication certainly requires a subject to respon, to speech as well as to initiate it.
- d. Fluency
Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ‘ums” or

“ers”. These signs indicate that the speaker language items needed to express the message (Brown, 1997: 4).

e. Pronunciation

Pronunciation is the way the students produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

According to Van Duzer, students' speaking skill and their speech habit have an impact on the success of any exchange. Students, as the speaker, have to be able to anticipate and then produce the expected patterns of rephrasing, providing feed back, turn-taking, or redirecting. The speaker must know the usual pattern that such interaction follows and accesses the knowledge as the exchange progresses. They must also choose the correct vocabulary to describe things on that topic, rephrase or emphasize words to clarify the description, and use appropriate facial expressions. Other things which are included into indicators of good speaking skill:

- a. Producing sounds, stress patterns, rhythmic structures, and intonations of the language.
- b. Using grammar and structure accurately.
- c. Selecting vocabulary which is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
- d. Applying strategies to enhance comprehensibility, such as emphasizing keywords and rephrasing.
- e. Using gestures or body language.
- f. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement.

1. Types of Speaking Skill

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal

speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2. Speaking Tests

The two main aspects of direct procedures for testing speaking are: (1) the way in which the person being tested is encouraged to speak (this can include being interviewed, having to describe something for someone to draw, being involved in a discussion, etc.); and (2) the way in which the speaker's performance is assessed (this can include rating scales, communicative result, and assigning marks for the parts of an outcome). Due to the practical problems in measuring in the speaking proficiency of large groups of people, there has been a continuing interest in more practicable indirect group measures.

a. Interview and Scales

Each learner is interviewed individually. The interviewer does not need to follow a set series of questions but it is best to keep at least part of each interview as similar as possible. The interviewees are scored on rating scales from one to five for each of fluency, intelligibility, grammatical correctness, richness of language and overall impression (see Henning in Nation, 2008; 171). As Van Moere (2006) has shown, it is not easy to get good agreement between raters.

b. Group Oral Exam

The learners are divided into groups of four or five people. They are given a card with a topic and a few questions to think about. After a few moments thought the group discusses the topic. Two observes grade each learner using a set of scales (Folland and Robertson, Reeves, Hildson in Nation, 2008; 172). Instead of discussions, role plays, partly scripted dialogues, or partly improvised plays can be used to get the learners to speak (Hayward in Nation, 2008; 172).

c. Dycoms (Split Information)

The learners are divided into two equal groups. All the people in group A have a sheet. Those in group B have a slightly different sheet (Nation, 1977). In tests where candidates are paired, who someone is paired with can affect the outcome of the assessment (Norton 2005 in Nation 2008 ;172)

d. Describe and Draw

The learner is given a picture which they have to describe so that their partner, the examiner, can draw it. Marks are given for describing each part of the picture correctly with specific marks assigned for each other (Brown, Anderson, Shillcock and Yule, 1984; Politzer and McGroarty, 1983 in Nation, 2008; 172). In the test the examiner need not draw the item being described but can just assign the points for each part described successfully.

e. Conversational Cloze

This test does not involve any listening or speaking by learners. The learners are given a transcript of a conversation. Every seventh word is omitted from the transcript. The learners have to write in the missing words from the transcript) Hughes, 1981; Brown, 1983 in Nation 2008; 172).

f. Multiple-choice Speaking Tests

The learners are given written multiple-choice items to answer. They do not speak during the test. Here is an example from Politzer and McGroarty, 1983 in Nation 2008; 175).

- g. Imitation
The learners listen to tape-recorded sentences of different lengths and repeat them.
- h. Role Plays
The learners are given a card which describes a situation.
- i. The Examiner also has a role to play
You are the course director. There is an average of 14 people in a class. You want to make sure that anyone who does the course.

3. Teaching Speaking

According Kayi (2006:1-2) what is meant by teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan 2003).

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Natasa, 2006:1).

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

B. Method

Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other method. It requires only one variable (Borg & Gall; 1989 in Brown). According Moh. Nazir (2005; 54) descriptive method is a method in researching the status human groups, an object, a set of cinditions, a system of thought, or a class of events in the present.

Descriptive research refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups (Polit & Hungler 2004:716 in Brown). This approach is used to describe variables rather than to test a predicted relationship between variables. In this study, "descriptive" refers to the descriptive aspect of phenomenology described in section.

Descriptive Research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of Research Problem, Problem, Objectives, Scope and limitation, Definition of Key Terms and Significance. Richard also said that descriptive research is a study that uses procedures without making numerical data, such as interviews, case studies, or participant observation.

This research conducted by means: Class Observation, test for students, and questionnaire to students. Class Observation to the students are related to the conditions in teaching speaking process. Test are related to the competence students' speaking skill. Then, questionnaire to ask how is students' respons about teaching-learning process.

In conducting this research, the writer is act as non participant observer who observes teaching speaking process in the first grade at SMK YPLP PGRI Bangkinang. Further explanation about it, will be discussed at Data Collection.

FINDING AND DISCUSSION

The observation was conducted during this reserach, the writer focuses of attention was the students' speaking in this classroom activities beginning from their coming into the classroom, warm activities, presentation, and exercise until closing activities. The detail of the result as following:

Table 4.1
The result of Observation

No.	Class Activities	Active	Percentage
1.	Open Activities	14	58%
2.	Mainly Activities	12	50%
3.	Close activities	6	25%
Mean		11	44%

In open activities in their class shows that 58% the students active in this classroom. They could answer the teacher's questions and said "Fine, miss. How about you?" to the teacher. And 42% the students just keep silent and did not pay much attention to what the teacher was saying.

In mainly activities shows that 50% the students active in this classroom.. They could explain their lesson with good pronunciation, but they got stuck and felt hesitate to pronounce the words. Meanwhile, the other of students could not answer the teacher's questions; when the teacher asked them to explained before their lesson, most of them just keep silent and said "I don't know" to the teacher. The students could not express their ideas using appropriate vocabularies and correct grammatical form. They often mispronounced the words. They also used mother tongue in this classroom when speaking. Beside that, the students lacked of confidence, they felt shy, and not brave to speak.

And the last, in closing activities 25% the students can be conclude their lesson, but sometimes got stuck and felt hesitate while speaking. From the result of the observation above, the writer make conclusion that the students who active in teaching-learning process from their opening activities in the class until closing activities were 11 or 44% students.

1. The Result of Test

This test used to see the ability of students' speaking skill in this classroom. In calculating the mean score of test, the writer getting the data:

Table 4.2 The Result of Test

Students	Score					Total
	G	V	C	F	P	
1	18	16	15	15	14	78
2	12	10	12	12	8	54
3	12	11	8	8	10	49
4	18	16	16	15	15	80
5	12	10	10	8	9	49

Students	Score					Total
	G	V	C	F	P	
6	12	10	10	8	8	48
7	15	12	13	12	12	64
8	10	10	8	8	8	44
9	13	12	10	10	10	55
10	12	10	12	8	10	52
11	13	12	12	11	11	59
12	16	14	14	12	15	71
13	15	12	13	13	13	66
14	13	10	10	10	10	53
15	18	16	15	14	14	77
16	13	12	12	10	10	57
17	15	13	12	10	10	60
18	13	12	12	10	10	57
19	13	10	10	8	8	49
20	12	10	12	12	8	54
21	13	12	12	10	11	58
22	18	16	16	15	16	81
23	14	13	13	14	14	68
24	14	13	12	10	10	59
Total	334	292	289	263	264	1442
Mean	14	12	12	11	11	60

Table 4.3
Interpretation of the Students' Score in Speaking Test

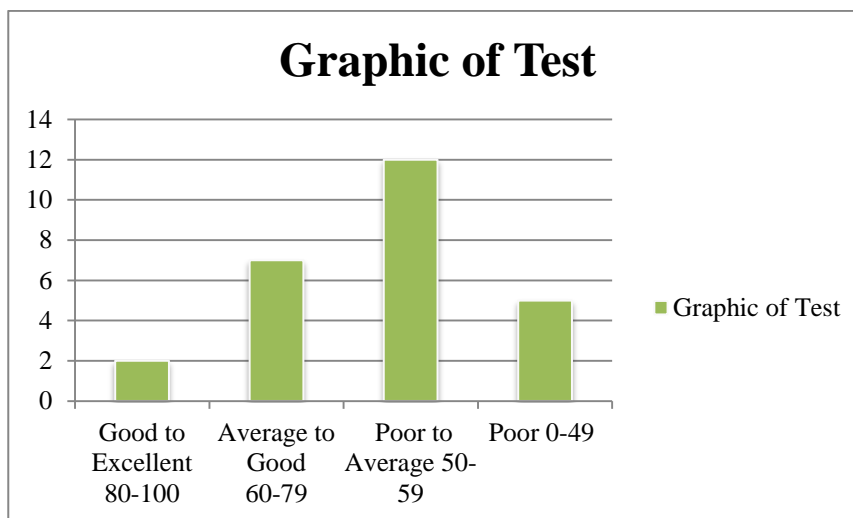
No	Range Score	Category	Frequency	Percentage
1.	80 – 100	Good to Excellent	2	10%
2.	60 – 79	Average to Good	7	29%
3.	50 – 59	Poor to Average	12	50%
4.	0 – 49	Poor	5	21%
Total			24	100%

Table 4.4
Description Category of Students' Score in Speaking Test

No.	Category	Description
1.	Good to Excellent	Able to produce fully understandable speech with sufficient vocabulary and correct pronunciation in the right grammatical forms.
2.	Average to Good	Able to satisfy most works requirements with language usage that is often, but not always, acceptable and effective

3.	Poor to Average	Having sufficient vocabulary with correct pronunciation, but sometimes got stuck and felt hesitate to pronounce the words.
4.	Poor	Inaccurate or inadequate on all levels.

Picture 4.1 Graphic of Test



From the table and graphic above, the writer could categorize the students' speaking ability in four levels: Good to Excellent, Average to Good, Poor to Average, and Poor. We can see that there were 2 or 10% students got Good to Excellent, 7 or 29% got Average to Good, 12 or 50% got Poor to Average and got Poor score only 5 or 21%.

The only 2 or 10% students got 80-100 score in Good to Excellent ability. They could produce fully understandable speech with sufficient vocabulary and correct pronunciation. They used right grammatical form when speaking. They could speak fluently, but sometimes got stuck and felt hesitate while speaking.

Meanwhile, there were 8 or 33% students who had Average to Good speaking ability. The students got 60-79 score in speaking test. They be able to satisfy most works requirements with language usage that is often, but not always, acceptable and effective. Their speech could be understood. They could produce few errors in pronunciation and sometimes they got stuck while speaking. They used righ grammatical form when speaking. And they also have limited vocabulary.

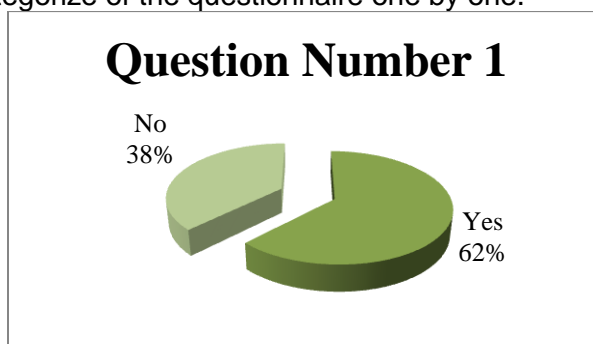
Moreover, 50% the students got Poor to average. They got 50-59 score. They having sufficient vocabulary with few errors pronunciation, but sometimes got stuck and felt hesitate to pronounce the words. Their speech little misunderstand. They also not always used right grammatical form.

About four students were in poor ability. The speech of these students was a difficult to be understood. They had limited vocabulary and had poor pronunciation. They also made some mistakes in the grammatical forms.

From the data above, the writer make conclude that the only 4 students who passed Minimum Mastery Criterion (KKM) in test. They get to average score was above 75. While the average in this class only got 60. It means that the value of speaking in this class is low.

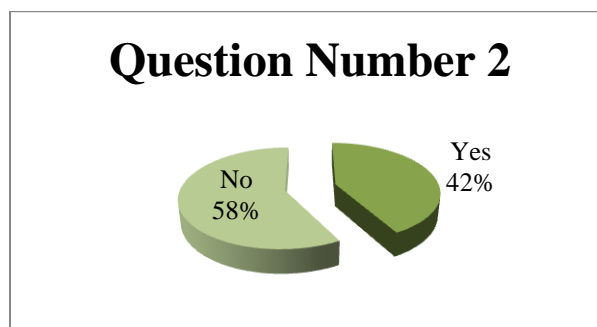
2. The Result of Questionnaire

The questionnaire was conducted to obtain the data indicating students' speaking skill in learning English. The questionnaire was given to the first students Administration Office of SMK YPLP PGRI Bangkinang on Saturday, May 7th, 2016. To know the students responses, the writer gave questionnaire to the students and then analyzed it. In the questionnaire, the writer used five questions. This questionnaire which revealed in three categories; the students' opinion of learn to English, the students opinion of speaking English, and the last the problems of students' speaking in the classroom. To make them clear, the teacher analyzed every category of the questionnaire one by one.



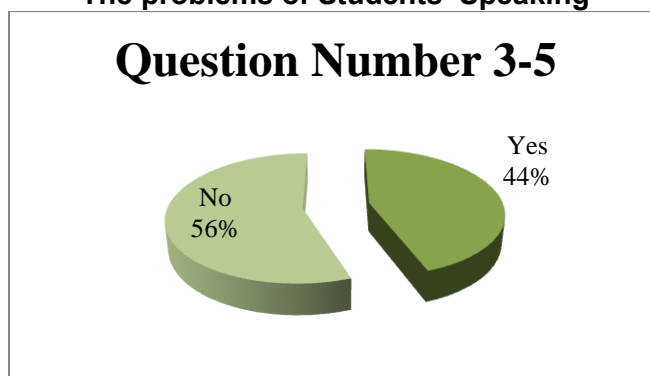
Based on picture above, 15 or 62% the students like learn to English. They felt happy with their teacher, because she is beautiful; kind and she always give motivation in teaching-learning process. Meanwhile, 9 or 38% the students did not like learn to English. They say that learn to English was bored. And they also were not understand English.

Picture 4.3
The students' Opinion of Speaking English



Meanwhile, this categorize only 42% the students like speak English because they felt speak English is one of their skill. Beside that, 62% the students who dislike speak English. They felt speaking in English is difficult. They have limited vocabulary in English.

Picture 4.4
The problems of Students' Speaking



And the last categorize, 11 or 44% the students be able to understand the teacher say. They also could communicate with the others in the classroom. The students were not inhibited what to say in English. Meanwhile, 13 or 56% the students have problems about speaking. They could not speak English fluently. They could not be understand the material if the teacher used full English because they had limited vocabulary so they were not understand the teacher's say. Sometimes, they also used mother tongue in the classroom. They are worried about making mistakes, fearful of criticism or losing face, and sometimes they felt shy of the attention from their classmates.

From the data above, the writer could be conclude that 11 or 46% the students were enjoy it. The students could be produce speak English and understands about it. The students also felt confidence when speak English. Meanwhile, 13 or 54% the students were not enjoy teaching-learning speaking English.

CONCLUSIONS

Having all the data calculation of the research about an analysis on students' speaking skill at the first grade of administration office of SMK YPLP PGRI Bangkinang, the writer finds that there are some reason why students' speaking skill at the first grade of administration office of SMK YPLP PGRI Bangkinang is low. It can be conclude that how is students' speaking skill in this school as the following are:

1. The teaching-learning speaking English process was till low participation of the students in the classroom. The students who active in teaching learning process in the classroom was 10 or 45% from their opening activities until closing activities.
2. The average in this class the students only got 60. The only 4 students who passed Minimum Mastery Criterion (KKM) in test.
3. The result of questionnaire showed that 11 or 46% the students were enjoy learning speaking English. The students could be produce speak English and understands about it. The students also felt confidence when speak English. Meanwhile, 13 or 54% the students were not enjoy teaching-learning speaking English.

SUGGESTIONS

Related to the result of this research, the writer give some suggestions as follows:

1. For English Teacher,
The teachers should:
 - a. Give more practice in speaking English to their students in order to make them more fluent in speaking.
 - b. Give more drills and practice to the students in speaking.
 - c. Be careful in providing and selecting speaking materials to improve their students ability.
2. For the students,
The students should:

- a. Have good self awareness in motivating themselves to speak English correctly.
- b. Have an English conversation either in the school or in every life with their friends, teacher, or other people who can speak English.
- c. Look up the dictionary if they find some new vocabularies and try it.
- d. Give more attention to the vocabulary, grammar, pronunciation, fluency, and comprehension since learning English concern all of these skills.

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