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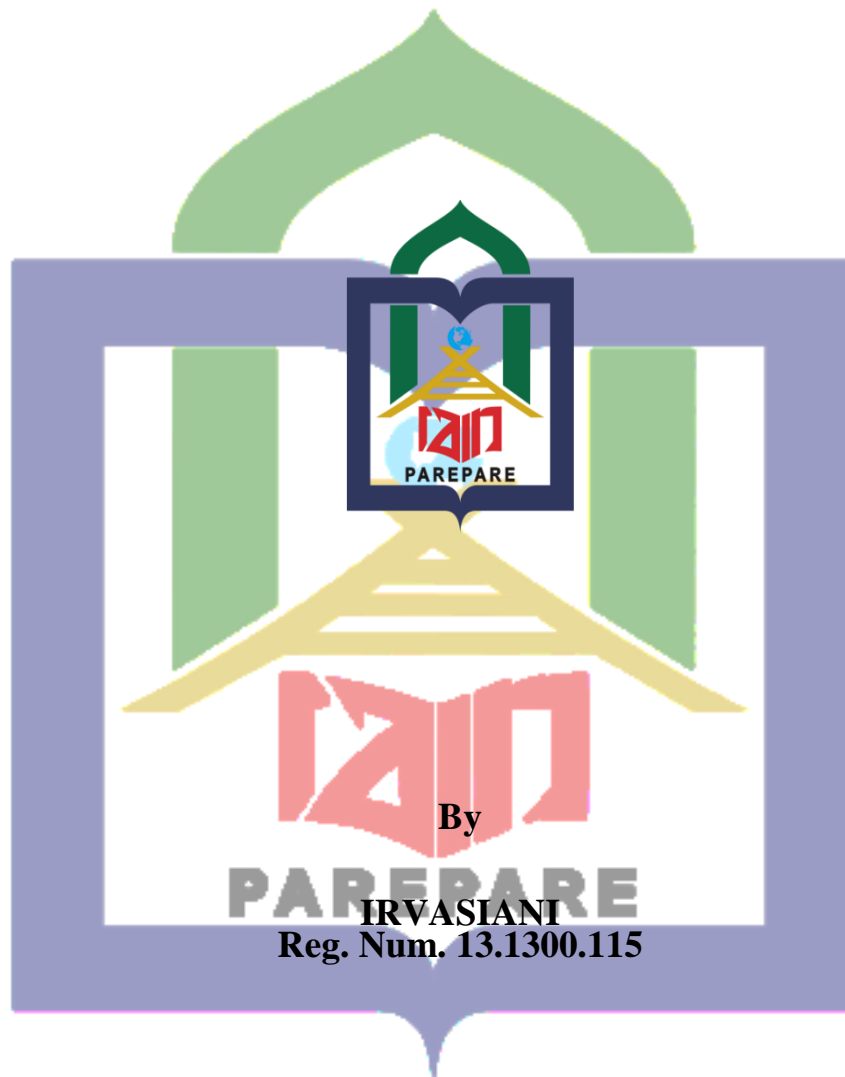
ANALYZING THE SPEAKING ABILITY BETWEEN THE STUDENTS IN DORMITORY AND THE MEMBERS OF LIBAM AT STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

By

IRVASIANI
Reg. Num. 13.1300.115

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI

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By

IRVASIANI
Reg. Num. 13.1300.115

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan (S.Pd.)

English Education Program

Submitted By

IRVASIANI
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To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
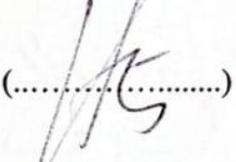**STATE ISLAMIC INSTITUTE (IAIN)**
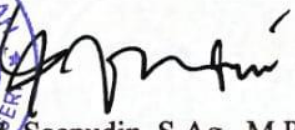**PAREPARE**

2020

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ENDORSEMENT OF CONSULTANT COMMISSIONS

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SKRIPSI

ANALYZING THE SPEAKING ABILITY BETWEEN THE STUDENTS IN DORMITORY AND THE MEMBERS OF LIBAM AT STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

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Name of the Student : Irvasiani

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Alhamdulillah, the researcher expresses her highest gratitude to Allah Swt. for the love, chance, mercy, and health to complete this skripsi. The blessing and peace of Allah may be upon to prophet Muhammad Saw, his companions, and his faithful followers' till the day of judgment. This skripsi entitled "Analyzing the Speaking Ability between the Students in Dormitory and the Members of Libam" is submitted as the final requirement in accomplishing Sarjana Degree at English program, tarbiyah faculty in IAIN Parepare.

In arranging this skripsi, a lot of people have provided given support, motivation, advice, and suggestion for the researcher. In this valuable chance, the researcher intends to express her gratitude and appreciation to all of them. They are:
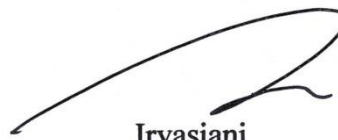
1. Appreciation and thanks to her beloved parents Anwar Amir and Hamidah who have put all our love and attention to moral as well as attitude. And her uncle Mahmud Nurdin and Rahmat Nurdin especially her grandmother and grandfather Mrs. Dahlia and Mr. Nurdin for the material supported since the researcher completing her study college.

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Parepare, March12th 2020

The Researcher,

Irvasiani
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name   : Irvasiani

Reg. Number   : 13.1300.115

Place and Date of Birth   : Sandakan, April 07th, 1995

Study Program   : English Education

Faculty   : Tarbiyah

Stated that the skripsi entitled : Analyzing the Speaking Ability Between the Students in Dormitory and the Members of LIBAM at State Islamic Institute (IAIN) Parepare

This skripsi is my own research, gathered and utilized especially to fulfill the purpose and objective of this research, it has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, March12th 2020

The Researcher,

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Reg. Num. 13.1300.115

ABSTRACT

IRVASIANI. *Analyzing the Speaking Ability Between the Students in Dormitoryv and Members of LIBAM at State Islamic Institute (IAIN) Parepare* (Supervised by Amzah and Abdul Haris Sunubi).

This study is aimed about analyzis of speaking ability between students dormitory and the members of LIBAM IAIN Parepare. The objective of this research are firstly, to know the speaking ability between students in dormitory and the members of LIBAM, secondly, to investigate the different between the students in dormitory and the members of LIBAM. This research was done one time in a month. The activities are being in shifts between speaking ability between students of dormitory and the members of LIBAM IAIN Parepare.

This research used the describtive method in qualitative research to find out the students speaking ability between students in dormitory and members of LIBAM. The researcher chose the speech recording to analyze students speaking ability which consist 10 students in dormitory and 10 members of LIBAM IAIN Parepare as subject in this research. In collecting the data, the researcher used observation and recording.

From the result of data, the researcher found, the different speaking ability between students in dormitory and members of LIBAM that occur in the voice recording, Accuracy of speaking of expressing idea and opinion aspect used was the accuracy on the students of dormitory with total score 39.4 than the accuracy of member of LIBAM total score 27.5, Fluency of effective expressing idea and opinion aspect used was the fluency of students of dormitory with total score 43.5 and were in high frequency than the fluency of the member of LIBAM with total score 31.2 and 3 Comprehensibility effective expressing idea and opinion aspect used was the comprehensibility of students of dormitory with total score 4.3 and were in moderate frequency than members of LIBAM with total score 30.6.

Keywords: *speaking ability, accuracy, fluency, comprehensibility.*

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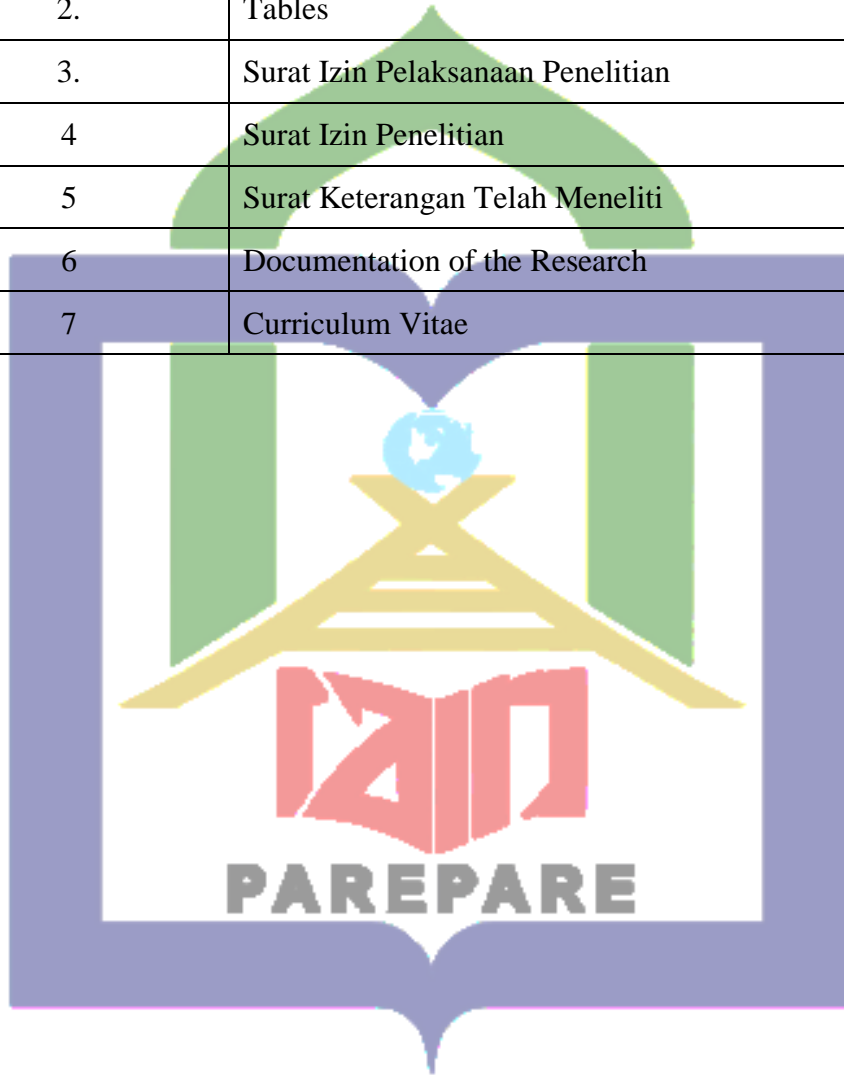
CHAPTER I
INTRODUCTION

1.1 Background

Communication is the most important thing which used by the human to interact to the other people in the world. Communication can be defined as the activity of conveying an information through the exchange of thoughts, messages or information, as by speech, visuals, signals, writing or behavior. Commonly, communication is done verbally and it can be understood by both of the communication doer. We need the component of communication to make the communication be connected that is language.

Language is a communication tool which forming of sound system or the voice system that produced by human's vocal organs. Each country has a different language e.g the language of Spanish and Korea are different form. In spite of they are in different form, they have the same aim or the meaning. That's why, the way in making some interaction among them, they need to master the English language as an international language. As people learn a foreign language e.g. English, they will involve in the process of learning four kinds of skill namely listening, reading, speaking, and writing. These skills are required to master to be able to communicate both in spoken and written discourses.

The people all over the world cannot deny that globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid from the influence of globalization. Indonesia must be ready to face the challenges of globalization by increasing is human recourse. One of the requirements in facing the challenges of the globalization is mastering English as the internasional language. By mastering English, the students will get a lot of information, so it is

very important to learn English. Through English, they can also do communicate with other people in the world and they can get knowledge easily. According to the president of student English Activity-Muhammadiah University of Yogyakarta (SEA-UMY) Omi Ongge in a limited discussion which discussed about the important of English in UMY recently. He said that English is not only to communicate, but also to support the students to be able to improve their knowledge and science. It is because at the moment, the new references are very much using English, both online and through internet media. In addition, at campus sometimes conducts international seminar by inviting the speakers from abroal. These opportunities will certainly also use English. So English is very important for them.[1]

Speaking is no less important than the other skills because it is one of the skill that have to be mastered by the students in learning English. Corbleet and Carter defines that speaking is significant to an individual's living processes and axperiences as are the ability of seeing and walking. Someone who wants to get a good job must be able to speak English well, because now english is properly to complete their competence in the society.[2]

Speaking is one of the central elements of communication. The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to

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[1] Pro Translasi,"Peranan Penting Bahasa Inggris Bagi Seorang Mahasiswa,

' *terjemah Inggris Indonesia: A Journal of All about English Translation English Learning and Teaching.*http://www.terjemahinggrisindonesia.com/peranan-penting-bahasa-inggris-bagi-seorang-mahasiswa.html (accessed on Agustus 2018).

[2]Seo Anyaran, "Speaking Ability and the Definition," *Blog Seputar Pendidikan, News, and Tutorial Seo.* http://www.bosinformasi.web.id/speaking-ability-and-definition.html?m=1/03/2014 (accessed on 22th October 2018)

persuade someone about something, or to clarify information. In some situations, we use speaking to give intructions or to get things done.[3]

Most of people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out a converstaion in the language.[4] There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal apportunities – chances to practise real- life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, themore automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[5]

Engish as foreign language involves four kinds of language skills namely listening, speaking, reading, and writing. These skills are required to be able to master in order so the students can communicate both in spoken and written discourses. For the students especially in Indonesia, speaking skill is the most important skill that they have to master in beginning, because speaking is oral communication which plays an essential role in human interaction. This skill is

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[3]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002), p. 201.

[4]David Nunan, *Language Teaching Methodology: AText Book for Teacher* (Macquarie University, sydney published, 1995), p. 39.

[5]Jeremy Harmer, *How to Teach English, New Adition* (Personal Longman: 2007), p. 123.

important for communication with people in the society in order to convey information and ideas and maintain a social relationship.

In English as foreign language class, the indonesian students have many problems in expressing their ideas. These obstacles make them low in English. It was common to find the students were unresponsive in class of English as foreign language. They simply sit, listened to a teacher's explanation or direction, and nothing initiated talk until the and of the class. The students do it so because of some reasons. First, they are afraid to make grammatical mistakes and of misspeling words. Second, they are shy to be corrected for the wrongs or to be make a mock of other students. And last, they are bored with the teaching activities.

In IAIN Parepare, many students have some problems in expresing their ideas. In speaking class or meeting club, they are so difficult in expressing their ideas. Even they have ideas, they cannot produce in english bacause of their fear. It can makes them give up and uncare about English language. According to my experience as English tutor in dormitory, the students have many ideas but they cannot convey into sentences. Their difficulties in conveying their ideas are incompatibility among the sentences. The result is they produce unclear idea and it makes the listener have problem to understand it.

Learning speaking ability not only at formal education, but also at non-formal and in-formal education such as a course, organization, study club, etc. At State Islamic Institute (IAIN) Parepare, one of place to improve freshman's speaking ability is dormitory. The students not only learn about English in dormitory but also learn Arabic, memorizing the koran and read the Kitab Gundul. In the other hand, one of organization at State Islamic Institute (IAIN) Parepare become media to learn English and Arabic for freshman also, namely Lintasan Imajinasi Bahasa Mahasiswa

(LIBAM). That's why, the researcher is interested to do the research entitled Analyzing the Speaking Ability Between The Students In Dormitory And The Members of Libam at State Islamic Institute (IAIN) Parepare.

1.2 Problem Statement

Based on the background above, the researcher formulates the research question as follow:

1.2.1 How to analyses of speaking ability between students in dormitory and the members of LIBAM at state Islamic institute (IAIN) Parepare?

1.2.2 What is the different between the students in dormitory and the members of LIBAM in speaking ability at State Islamic Institute (IAIN) Parepare?

1.3 The Objective of the Research

Referring to the problem of research above, the objective of the research is formulated as follow:

1.3.1 To investigate the different between the students in dormitory and the members of LIBAM in speaking ability at State Islamic Institute (IAIN) Parepare.

1.3.2 To know the speaking ability between students in dormitory and the members of LIBAM at state Islamic institute (IAIN) Parepare.

1.4 The Significance of the Research

This research is expected to give useful information about the different between the students in dormitory and the members of LIBAM in speaking ability at State Islamic Institute (IAIN) Parepare.

From the information given, either the English lecturers or campus side of IAIN Parepare can evaluate the students' speaking ability. It means, if eventually, the result of this research shows that the students in dormitory more have the good

speaking ability rather than the members of LIBAM viceversa, they must be encouraged for joining the LIBAM organisation or staying in dormitory.

In addition, the result of this research can be used as a reference for a further researcher who is interested in conducting the similar case study.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. Previous Research Findings

Some researchers have carried out research about English speaking some of them are as follows:

Abdul Hakim found that the ability of the students of MTsN Pangsid Islamic School in the centre town and SMPN 4 Pancarijang Public School in the outrist town Sidrap south Sulawesi in 2010 academic years were in enough classification in speaking. In analized the data, the second year students' of SMPN 4 Pancarijang have good ability in speaking and students of MTsN Pangsid have enough ability to speaking.[6]

Dede Subandowo in his research "The Analysis of Causal Factor on Student Speaking Anxiety" stated that the students felt this anxiety when they speak in front of the class. The students face the obstacle in these factors that could raise the level of anxiety, inability to pronounce strange sound and word not knowing the meaning of words or sentence, inability to understand and answer question not knowing or understanding course goals or requirement testing especially oral testing.[7]

Based on some researches above, the researcher can conclude that by doing analysing towards something related to learning process as well as speaking ability, we can know about the advantages and disadvantages about it by intending to overcome the problem which is being faced. In this case, the researcher will focus on the students' speaking analysing.

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[6]Abdul Hakim, 2010, *The Comparison of Speaking Ability Between the Second Years Student of MTsN Pangsid and SMP 4 Pancarijang,* STAIN Parepare.

[7]Dedy Subandowo, *The Analysis of Causal Factor on Student Speaking Anxiety* (Skripsi Sarjana: English Department: Parepare, 2017), p. 113.

2.2. Some Partinent Ideas

2.2.1 The Definition of Speaking

There are many definition of speaking that have been proposed by some experts in language learning.

Richards in Kaharuddin states that speaking as transaction where the focus is on what is said or done. The massage meaning and making oneself understood clearly and accurately are the central focus. Participants in transaction speaking are in need of some skills in order to enable them involve in transactional discourse activities. [8]

Speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out a corversation in the language.[9] According to Brown speaking is productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectivness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[10]

According to Bahar, speaking is the act of saying something orally in which the act is built but a language system containing grammar, vocabulary, pronunciation, as well as culture awareness in a spoken discourse.[11] Hornby defines taht speaking is making use of words in an ordinary voice, offering words, knowing

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[8]A. Kaharuddin Bahar, *Transactional Speaking A Guide to Improve Transactional Exchange Skill English for Group Discussion (GD) and Interviews* (Samata-Gowa: Gunadarma Ilmu Publishing, 2014), p. 3-4.

[9] David Nunan, *Language Teaching Methodology:A Textbook for Teacher* (Macquarie University, sydney Published 1995), p. 39.

[10]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Unites states of America: Longman, Inc., 2004), p. 140.

[11]Kaharuddin Bahar, The *Communicative Competence Based-English Language Teaching* (Yogyakarta: Trust Media, 2013), p. 22.

and being able to use a language expressing one-self in words, and making speech. Therefore, the researcher infers that speaking use the word and prodeces the sound to express oneselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.[12]

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint contraction of taxt stage (Departemen Pendidikan Nasional). In carrying out speaking, students face some difficulties on of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.[13]

According to Ladouse speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.[14] When someone speak to the other person, there would be a relationship. The relationship itself is communication. Futhermore, Wilson defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a pysical rules should be applied in a given communicate situation. It means that the main objective of speaking is for

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[12]Ubaydillah Ibnu *Sholihin, Defenition of Speaking Skill*, Zakymedia.Com: A Journal of Russian Journalist Fakes Own Death to Avoid Assasination. http://www.zakymedia.com.definision-of-speaking-skill.html?=1/06/2013 (accessed on 10th October, 2018).

[13] UbaydillahIbnu Sholihin, *Defenition of Speaking Skill* http://www.zakymedia.com.definision-of-speaking-skill.html?=1/06/2013 (accessed on 10th October, 2018).

[14] Ubaydillah Ibnu Sholihin, "Defenition of Speaking Skill," http://www.zakymedia.com.definision-of-speaking-skill.html?=1/06/2013 (accessed on 10th October 2018).

communication. In order to express effectively , the speaker should know exactly what he/ she wants to speak or to communicate, she/he has to be able to evaluate the effects of his/her communication to his/her listener, she/he has to understand any principle that based his speaking either in general or in individual.

Based on the explanation above, the researcher concludes that speaking is what we say and what we see to feel and think. Someone express their ideas and giving information to the other.

2.2.2 The Aspect of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. High school students' speaking ability is expected to be good because they have learn English since some years before and they would have many performances related to oral skill in universities. But in fact, high school students' speaking ability is still low. It is difficult to them to fulfil some aspects of speaking. Here some aspects of speaking as follow:

2.2.2.1 Vocabulary

Vocabulary is all the words that someone knows or uses.[15] Jeremy Harmer in Rinwan state that there are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words, which students would need to understand and use themselves, and passive vocabulary is the word, which we want students to understand, but they would not need to use themselves.[16]

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[15]Longman Active Study Dictionary, *New Edition* (Longman,1998), p. 742.

[16]Ridwan, *Improving the Students' Speaking Ability at the Second Year Student of SMK Negery Labuang by Using Lucky Wheel Strategy* (Skripsi Sarjana: Tarbiyah Department of English Program: Parepare, 2010), p. 9-10.

2.2.2.2 Pronouunciation

Pronunciation is the act or manner of producing something; articulate utterance. Harmer states that the pronunciation is how to say a word in which it is made up to sound, stress and intonation.[17] Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, stress, and intonation are largely learnt successfully by imitating and repetition. Therefore, the teacher should have good standards of pronunciation order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students should introduce the activities would be done in order to give them opportunities to make a lot of repetition.

According to Syahrul, there are three kinds of pronunciation namely native pronunciation, native like pronunciation, and non-native like pronunciation as follow:[18]

1) Native pronunciation. Native pronunciation is the way in expressing words by native speaker. The style of this pronunciation is a typical one that is difficult to non-native to do the same thing.

2) Native like pronunciation. Native like pronunciation is the way expressing words by non-native speaker but sounds like a native one. The style of his pronunciation usually found in the countries were english is taught and learned as a second language. This includes our country indonesia.

3) Non-native pronunciation. Non-native pronunciation is all english learner in countries where english is used as foreign language. The learner of the language

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[17]Harmer, *Introduction to A Language* (university Press, 1991), p. 1.

[18]Sukmawati, Exhancing Viewpoint Strategy To Improve Students' Speaking Ability Of SMAN 2 Parepare For Third Year (Skripsi Sarjana: Tarbiyah Department of English Program: Parepare, 2013), p. 11-12.

finds it very difficult to use a native like pronunciation. They use their own ability to pronounce the words as it is. For this kind, we can find it in many countries in Asia to do same things.

2.2.2.3 Grammar

Grammar is the rules by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.[19] We need grammar because we can manage to learn our first language without a course in the grammar of english. Grammar can be helpful in the study of foreign or second languages. Grammar is sometimes defined as the way word are put together to make correct sentences.[20]

2.2.2.4 Fluency

Fluency can be defined as the ability to keep going when speaking spontaneously. In a semple term, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently the speakers should be able to get the message across with whatever resources and abilities they have got, regardless of gramatical and other mistakes.

2.2.2.5 Comprehension

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting information they want. Comprehension is difined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.2.2.6 Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct

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[19] J. Donal Browen, Harold MadseN, Ann Hilferty,*Tessol Techniques and Procedures* (London: Newbury House Publishers, Inc,1985), p. 161.

[20]Penny Ur, *A Course in Language TeachingPractice and Theory* (Cambridge University Press, 1998), p. 75.

form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.[21]

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty states that the biggest component of any language courses is vocabulary.[22] In addition, Harmer says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.[23]

Grammar is very important in speaking accuracy. According to Nunan grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

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[21]Harmer, J. 2001. *The Practice of English Language Teaching (3ʳᵈ Ed.).* London and New York: Longman Group, P. 128.

[22]Chaney, A.L., T.L. Burke, *Teaching Oral Communication in Grades K-8.* Boston: Allyn and Bacon, 1998. *Journal of Engineering Technology and Education*, Vol. 7, No.1 March 2010, p. 126-142.

[23]Chaney, A.L., T.L. Burke, *Teaching Oral Communication*, p. 126-142.

2.2.3 Types of Speaking Performance

According to Brown, there are six speaking categories that students may carry out in the classroom as follows:

2.2.3.1 Imitative speaking is producing speech by imitating language forms either phonological or grammatical. Students should pay attention to certain vowel sounds and intonations; next, they should imitate correctly. Meanwhile, the students need to practice an intonation contour or to find exactly certain vowel sound.

2.2.3.2 Intensive speaking is a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even form part of some pair activity.

2.2.3.3 Responsive speaking is the students' speech production in the classroom in the form of short replies or student-initiated questions or comments. Responsiv e speaking refers to short replies to teachers. Students should be active in the classroom, they should reply to teachers' questions and comments. They should participate in the classroom as well.[24]

2.2.3.4 Transactional speaking is conducted for the purpose of conveying and exchanging specific information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Students should participate in the conversation.

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[24]Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies*, vol. 6 no. 2 (2016), p. 178. http://www.ccsenet.org/journal/index.php/ells/article/viewFile/60070/32159 (accessed on April 7th, 2018).

2.2.3.5 Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

2.2.3.6 Extensive speaking. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. In order to improve second language skills, students should practice regularly. First students should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile, they can increase their knowledge by reading a short story and sometimes memorizing some important parts of it.[25]

2.2.4   Problem in Speaking

Speaking seems to be the most important skills off all the four skills because people who know a language are usually referred to as speakers of that language. In reality, speaking is the most difficult skill. The students face many problems at the speaking skill. Here some problems of speaking activities as follows:

2.2.4.1 Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat in Juhana, adds that this fear is linked to the issue of correction and negative evaluation. This is also much influenced by students' fear of being laughed at by other students or being critized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students

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[25]Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, p. 22-24.

that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

2.2.4.2 Shyness

Shyness is an emotional thing that many students suffer from at sometime when they are required to speak in English class. Shyness is the one commen problem in students' speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students to their speaking performance in the classroom.

2.2.4.3 Anxiety

Anxiety is a feeling of tention, apprehension and nervousness with the situation of learning a foreign languge, Horwitz et all in Juhana. Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking peformance. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situation in their learning activity.

2.2.4.4 Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation patners not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

2.2.4.5 Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua

in Juhana adds that motivation is an inner energy. She says that no matter what kids of motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance would be successful.

2.2.5 The Difficulties of Speaking Activities

Speaking is one of component of language skill were in learning speaking for foreign language. Consist of some elements such as grammer, pronunciation, as well as vocabulary. Here some difficult of speaking activities as follow:

2.2.5.1 Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2.2.5.2 Nothing to Say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the quilty feeling that they should be speaking.

2.2.5.3 Low or Uneven Perticipation

Only one participant can talk at a time if he or she is tobe heard: and in a large group this means that each one will have only very little talking time. This problems is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

2.2.5.4 Mother-Tongue Use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign languge,and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to the target language.[26]

What the teacher can do to help to solve some of the problems in the class are as follows:[27]

1. Using group work. This increase the sheer amount of learner talk going on in a limited period of time and also lower the inhibition of learners who are unwilling to speak in front of the full class.

2. Base the activity on easy language, in general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class; it should be easy recalled and produced by the participants, so they can speak fluently with the minimum of hesitation.

3. Make careful choise of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants would be.

4. Give some instruction and training in discussion skills. If the task is based on group discussion, than include instruction about participation when introducing it, for example, tell learners to make sure that everyone in the group contributes to the discussion.

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[26]Penny Ur, *A Course in Language Teaching* (Cambridge University Press, 1996), p. 121.

[27]Penny Ur, *A course in Language Teaching,* p. 121-122.

2.2.6 The Level of Speaking

According to Charles, the grade speaking course is divided into four levels. They are:

2.2.6.1 Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with a non native speaker.

2.2.6.2 Intermediate. It characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can anitiate, minimally sustain, and close basic community task. The speaker can ask and answer the question and speak in discrete sentences and strings of sentences on a topic that either autobiographical or related primarily to his or her immediate environment.

2.2.6.3 Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past and future, organizing though, when appropriate, into a paragraph-like discourse. At this lavel, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to the non-native speaker.

2.2.6.4 Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can

explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.[28]

2.3. Conceptual Framework

The conceptual framework which would be use in this research is designed as below:

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                            ┌──────────────────────────┐
                            │  The researcher gives    │
                            │  random topic to the     │
                            │  students.               │
                            └──────────────────────────┘

┌──────────────────────────┐        ┌──────────────────────────┐
│ The students start to     │        │ Analysis the students'   │
│ speak or express their    │──────► │ speaking.                │
│ ideas in English then the │        │                          │
│ researcher records and    │        │                          │
│ observes their speaking.  │        │                          │
└──────────────────────────┘        └──────────────────────────┘

              ┌──────────────────────────────────┐
              │ The analyzing the speaking ability │
              │ between the students in dormitory  │
              │ and the members of LIBAM.          │
              └──────────────────────────────────┘
```
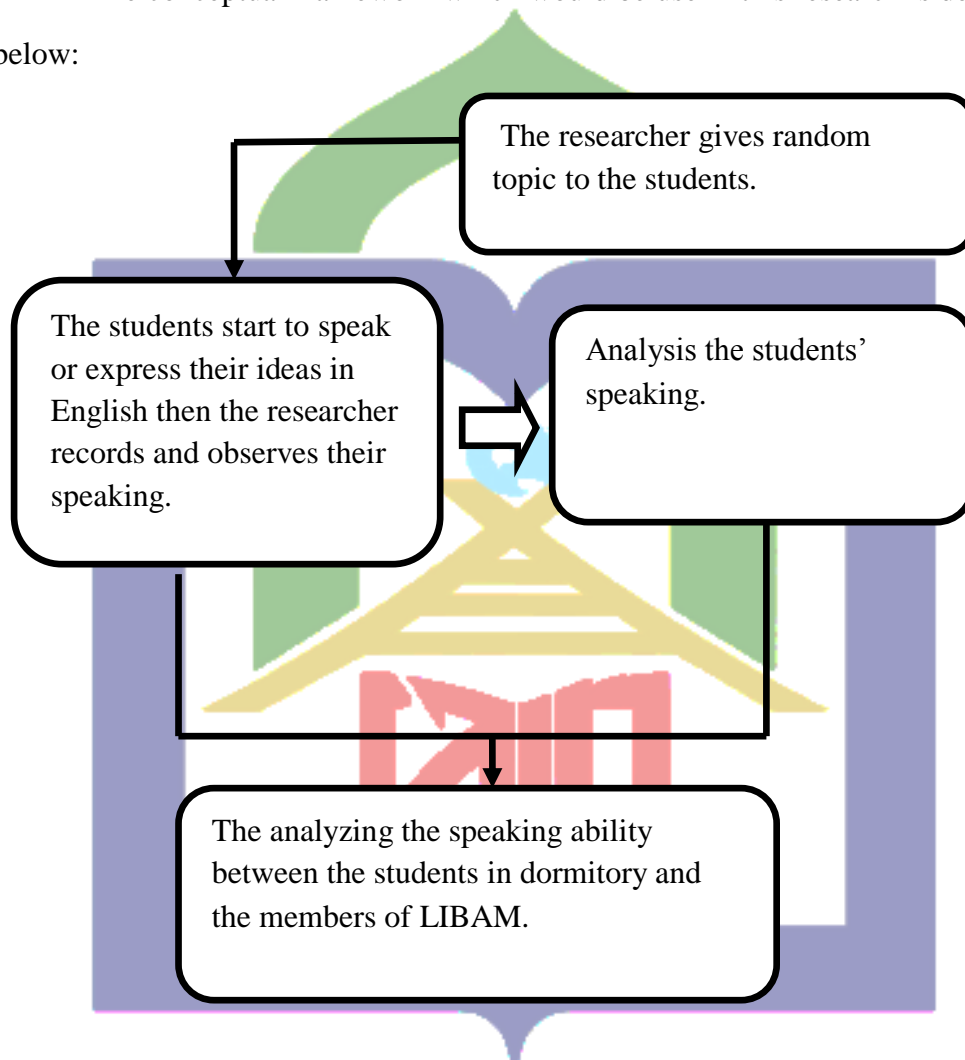
source 2.3. Conceptual framework of the research

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[28] Dwi Nurul Fajariyah, " Improving students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP Negeri Baki Sukoharjo 2008/2009 Academic Year)" (Teacher and Aducation Faculty, Sebelas Maret University: Surakarta, 2009), p 10

From the conceptual framework above, the researcher would give students a topic and the topic would be chosen by students then the students express their ideas or opinion. And then when the students speak, the researcher starts to record them. After recording the researcher obserbves their speaking, and the researcher would focus on accuracy, fluency and comprehension to assess the speaking ability.

CHAPTER III
RESEARCH METHOD

3.1. Design of the Research

The design of this research was descriptive method in qualitative. It could help the researcher to find out the different between students in dormitory and members of LIBAM in speaking ability.

Brumfit and Mitchell stated descriptive research would aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. Similarly, Suryabrata defined descriptive strategy as a strategy intended to make description about situations or events. The condition of the object of the research should be natural, so that

It can be conclude that qualitative research is related to descriptive study, this is qualitative research because the data were collected in the form of words rather than numbers. The data collected were rich of descriptions about people, talks, places that would be difficult to explain with statistical procedures as in qualitative research. The data would cover the transcriptions of the member‟s speaking in English conversation club. Furthermore, it is the study in which the researcher needs to collect and describe the data to get a conclusion. It does not deal with numeric data or variable and its relationship. Additionally, it is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

In conclusion, the research is a descriptive research. This research is qualitative since the data are in the form of words. Meanwhile, the research is a descriptive one since the researcher used descriptive strategy.

3.2. Variable of the Research and Operational Definition

There was only one variable in this research that was analyzing of speaking ability between students in dormitory and member of libam at state islamic college (IAIN) Parepare.

Speaking ability as a variable in this research it saw of the students' speaking ability to express their idea or opinion, especially they could answer the question accuracy, fluenty and comprehension based on the speaking test.

3.3 Location and Duration of the Research

The location of this research was at Stated Islamic Institute (IAIN) Parepare. That was Abu Bakar and Khadijah Dormitory and members of Libam and the duration of the research took ± one month, academic year 2019/2020.

Table 3.1 The Research Schedule

Activities	2019												2020
	1	2	3	4	5	6	7	8	9	10	11	12	3
Pre Research		■											
a. Observation		■											
b.Record of Voice of Students			■										
Create proposal					■								
Proposal examination						■							
Conduct the research									■				
Arrange the skripsi									■				
Munaqosah													■

source 3.3. Table of the research chedule

3.4 Population and Sample

3.4.1. Population

The population of this research was the third semester students of State Islamic Institute (IAIN) Parepare that consisted of 10 English students in Abu Bakar and Khadijah Dormitory and 10 members of LIBAM.

3.4.2. Sample

The sample of this research was amount of population that was explained previously, that was included the dormitory students and the LIBAM members. The researcher used the total sampling, it was consist of 20 students. The researcher taken 10 dormitory students and 10 LIBAM members.

3.5 Instrument of the Research

3.5.1 Test

The researcher used a test as an instrument.The purpose of this test was to find out the different between the students in dormitory and the members of LIBAM in speaking ability. The criteria of the speaking test were accuracy, fluency, comprehensibility.

3.5.2 Observation

Sugiyono says that observation is observing and recording of events or circumstances in which the writer is presents. The researcher conducted the observation to the entire students of Dormitory and Members of LIBAM. The researcher observed the speaking activities students comprehensively. Researchers work directly in the extracurricular activities. Researchers recorded the activities undertaken.

3.5.3 Document

According to Sutopo written documents are sources of research, which are often having important role in qualitative research. Further, he explain that document is used in research because of some reasons: documents is source of research, which is stable, rich and supported; it is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research. Documents are the material or others, which add and enrich the data in speaking activities in students of dormitory and LIBAM IAIN Parepare

3.6 The Procedure of Collecting Data

In collecting the data,Firstly, the researcher explained the criteria of speaking test and given the random topic to them, then they asked to express their ideas or opions. The researcher done record the students' voice based on the speaking test. The researcher participated in the meeting until the time finish. The last section of this research was analyzing their speaking ability.

3.7 Technique of Data Analysis

After the reseracher collecting the data, then the data was analysed by qualitative analysis. This qualitative analysis was analysed by interpretation first to find the result of the students' speaking ability. After analysing the students' speaking test, eventually the researcher displayed the diffrent between the students in dormitory and the members of LIBAM in speaking ability with counting how many students have the good and low ability in speaking by looking the criteria of speaking test. Those criterias were accuracy, fluency, comprehensibility.

3.7.1 Data Reduction

The data obtained from the field is quite a lot, it is necessary to note carefully and in detail. For that we need to make data analysis through data reduction. reducing the data can be interpreted as the process of selection, simplification, and the transformation of the data to the field. This activity involves synthesizing the information Obtained from the source of the data into a coherent description. The researcher chooses, eliminates, and summarizes the data. Thus the reduced data will provide a clearer picture, and facilitate researchers to conduct further data collection.

3.7.2 Data Display

The researcher needs to display the data in order to give description about the result of the research. The display, as stated by Huberman and Miles, helps the writer to see the patterns; as first text makes sense of the display and suggests new analytic moves in the displayed data; a revised or extended display points to new relationships and explanations, leading to more differentiated and integrated text, and so on". The researcher describes all the data obtained from observation, and documentation. It is the way how to collect the research data and it helps the researcher to do the research.

3.7.3 Conclusion Verification

The last step, the researcher is drawing conclusion and verifying about the research based on observation and interpretation. Preliminary conclusion expressed still provisional, and will change if no strong evidence supporting the next phase of data collection. But if the conclusions put forward in the early stages, supported by evidence of valid and consistent when researchers returned to the field to collect data, the conclusions put forward a credible conclusion.

3.7.4 The Criteria of Speaking Scores

After all of the data collected, the next step was the presentation of data based on the result obtained from test result related to the title. In anlyzing the students' speaking ability, the researcher used the standard of speaking score criteria which proposed by Heaton.[29]

3.2 Scoring of the students' answer to give a score on speaking, the researcher used the following table.

Score	Accuracy	Fluency	comprehensibility
6.	Prononciation is only very; slightly influenced by the mother tongue two or three meenor grammatical and lexical errors.	Speak without too great an effort with a fairly wide range of expression . searches for words occasionally but only one or two unnatural pouses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeds in conveying the general meaning. Fair range of expression.	Most of what the speaker's says is easy to follow. His attention is always clear but several interruption are neseccary to help him to convey the message or to seek clarification.
3	Pronciation is influenced by the mother tongue but only a few serious	Has to make an effort for much of the time. Often has to search	The listener can understand a lot of what is said, but

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[29]J.B Heaton, *Writng English Language Test* (New York, United States of America: Longman inc, 2001), p. 100.

	phonological errors. Several grammatical and lexical errors, some of which cause confusion.	desired menaing. Rather halting delivery and fragmentary, range of expression often limited.	the must constantly seek clarification. Can not understand many of the speaker's more complex and longer sentences
2	Pronuciation seriously influenced by the mother tongue with errors causing breakdown in communication. Many basic grammatical and lexical errors.	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes freat effort or interrupts, the speaker is unable to clarify anything the seems to have said.

3.7.5 Classifying the students score into five classification as follow[30]:

Table 3.3 classification of the students' scores

No	Scale	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Poor
5	30-39	Very poor

Based on calculating analysis above, the way of researcher how to analize the speaking ability between students of dormitory and the members of LIBAM IAIN Parepare how far the ability of them. After that the researcher has classify of the classification such as high, moderate and low level of speaking ability.

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[30]SuharsimiArikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta, Bumiaksara, 2005), p. 245.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1 Findings

This chapter presents the finding and the discussion of the research about analyzing speaking ability between the students in dormitory the members of LIBAM

4.1.1 Analyzing Speaking Ability of Members of Dormitory

Table 4.1 (Calculating All of Aspect of Speaking Ability of Students of Dormitory)

No. Respondents	Accuracy	Fluency	Comprehensibility	Total	Score
1.	5	5	4	14	77,77
2.	6	5	5	16	88,88
3.	4	4	4	12	66,66
4.	5	5	4	14	77,77
5.	4	5	5	14	77,77
6.	3	4	5	12	66,66
7.	4	5	4	13	72,22
8.	3	3	3	9	50
9.	5	5	5	15	83,33
10.	4	5	4	13	77,22
Mean Score			73,82		

(Data Source from students in Dormitory and the members of Libam at State Islamic Institute (IAIN) Parepare)

According to the data above, that there were 4 students with high frequency, 4 students with moderate frequency, and 2 students with low frequency of speaking

ability's total aspect used. In percentage, the frequency of effective expressing idea and opinion's aspect used the mean score 73,82%.

Based on the result of the analysis in the table above, it has been found that the total score of the range from 0 to 100. They are 2 students got **Very Good** classification. Then they are 7 students got **Good** classification and they are 1 students got **Poor** classification. However the overall students achieved **73,82** as the average score for their speaking skill, which means the quality of the students is **Good** classification.

This research was conducted on 5[th]January, 2020 and the researcher has done direct observation on the class and indirect observation through voice recording. From the observation analysis, the researcher has found that the students' speaking ability in giving expressing idea and opinion which means the quality of the students is good classification.

Basically, it was fairly result for them, because they get used to talk and meet their classmate. So, it is natural for them to make eye contact with others. Therefore, even though the students could not reach excellent point but they could use their eye contact to establish rapport with the other. As the Learning Express team explained that making good eye contact provides you with one of the most powerful methods of connecting with your audience. This eye contact skill helped the students to recognize the reaction of their audience. It was good information for the speaker on what part of their talking are effective and what part are less so.

4.1.2 Analyzing Speaking Ability of Members of LIBAM

Table 4.2 (Calculating All of Aspect of Speaking Ability of Students of Members of LIBAM)

No. Respondents	Accuracy	Fluency	Comprehensibility	Total	Score
1.	3	4	4	11	61,11
2.	5	3	5	13	72,22
3.	3	3	6	12	66,66
4.	3	3	3	9	50
5.	3	3	3	9	50
6.	4	4	3	11	61,11
7.	3	4	3	11	55,55
8.	3	3	3	9	50
9.	3	3	3	9	50
10.	2	2	3	7	38,88
Mean Score				55,55	

(Data source: from students in Dormitory and the members of Libam at State Islamic Institute (IAIN) Parepare)

According to the data above that there were 1 students with high frequency, 1 students with moderate frequency, and 8 students with low frequency of speaking ability's total aspect used.

Based on the result of the analysis in the table above, it has been found that the total score of the range from 0 to 100. They are 4 student got **Good** classification. Then they are 5 students got **Poor** classification and they are 1 students got Very **Poor** classification. However the overall students achieved **55,55** as the average score for their speaking skill, which means the quality of the students is **Poor** classification.

This research was conducted on 5^{th} January, 2020 and the researcher has done direct observation on the class and indirect observation through voice recording. From the observation analysis, the researcher has found that the students' speaking ability in giving expressing idea and opinion which means the quality of the students is poor classification.

Mainly the students have the technology. They already have wide access to the sources. Moreover, in the expressing idea and opinion they are asked to choose their own interest topic. It would be easier for them to collect the data about their own interest with the ease of technology nowadays. But it cannot be denied that some of them had the data but they did not explain it adequately.

Based on data above, the researcher can conclude that analyzing speaking ability between the students of dormitory and members of LIBAM. Students of dormitory has mean scores 73,82. than members of LIBAM has mean scores 55,55. so that most of students of dormitory have good ability of speaking to express their idea and opinion from the accuracy, fluency and comprehensibility.

4.2 Discussion

Based on the result of data analysis, it had shown that students of dormitory were in moderate frequency of using effective expressing idea and opinion's aspect in speaking ability.

This finding showed that the students who performed the expressing idea and opinion have strengthened and weaknesses compared to effective expressing idea and opinion's aspect. It can be seen on the table above; the students have more capability in eye contact and subject knowledge. It has been proven with the classification that they got from both aspect, they were qualified to high frequency which was mean that the students almost or even always success to apply those

aspects.

Basically, it was fairly result for them, because they get used to talk and meet their classmate. So, it is natural for them to make eye contact with others. Therefore, even though the students could not reach excellent point or got the highest score but they could use their eye contact to establish rapport with the other. As the Learning Express team explained that making good eye contact provides you with one of the most powerful methods of connecting with your audience. This eye contact skill helped the students to recognize the reaction of their audience. It was good information for the speaker on what part of their talking are effective and what part are less so.

It was similar with the fluency which got high frequency; mostly the students have the technology. They already have wide access to the sources. Moreover, in the expressing idea and opinion they are asked to choose their own interest topic. It would be easier for them to collect the data about their own interest with the ease of technology nowadays. But it cannot be denied that some of them had the data but they did not explain it adequately.

It could be happened because of the less awareness of those aspects. In speaking ability, the students must not only concern about the accuracy and the knowledge but also the way to attract the audience attention, the supportive gesture, the way to connect the topic with the audience, controlling the voice to not become a boring speaker, organizing the structure of the content, stating the thesis statement, and good pronunciation with minimum vocalized fillers. The expressing idea and opinion should be a good way for the student to develop all of those skills.

Besides that, there was speech. It was named speech because the students were asked to speak in front of their friends. The members were trained to adapt in

speaking. There were some strategies used by the tutor in speech activities including opinion exchange. Opinion exchange was the strategy of the tutor to train the students delivering their opinions. In order to their confidence were honed. Before the activities began, the tutor gave a theme to be discussed together. The students were given the opportunity to express their opinion. They exchanged opinions and conveyed their knowledge. The members give different opinion related the environment. The tutor gave good appreciation to each student for their opinion.

The researcher aspects of effective express the idea and opinion which is used by the students in giving the expressing idea and opinion. The aspects which contain eye contact, subject knowledge, fluency, organization, thesis statement, voice, connection to audience, gesture and movement, and introduction will be explained serially.

The first rank of accuracy of speaking of expressing idea and opinion aspect used was the accuracy on the students of dormitory with total score 39.4 than the accuracy of member of LIBAM total score 27.5 The accuracy can be categorized in high frequency; it means that this aspect is almost always being used by the students. From this phenomenon, it shows that they have ability to get the connection to the audience and scanned the other to establish a zone of interaction. The accuracy establishes rapport with the other.

The second rank fluency of effective expressing idea and opinion aspect used was the fluency of students of dormitory with total score 43.5 and were in high frequency than the fluency of the member of LIBAM with total score 31.2. Fluency covers the depth of the content, relevant support, and clear explanation. The depth of the content reflects through the understanding of topic. The main points provided with timely, relevant and sufficient support. The explanation of the key points is

clear and accurate provided with examples, description, etc. It can be some fact or example from several resources.

The third rank of comprehensibility effective expressing idea and opinion aspect used was the comprehensibility of students of dormitory with total score 4.3 and were in moderate frequency than members of LIBAM with total score 30.6. This finding showed that the students demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk. These include speech rate, number of filled pauses such as um, ah, er and number of unfilled pauses. But some of the students were incorrect with the pronunciation and the articulation. This finding viewed; there were 1 student with excellent score, 1 student with Good score, 1 student with Fair, and 8 students with Poor score.

The forth rank of effective expressing idea and opinion aspect used was gesture and movement with mean score 2 and were in low frequency. This finding showed that most of the students did not use body language to support the messages. This finding viewed, there were no student with Excellent score, 5 students with Good score, 15 students with Fair, and 5 students with Poor score. Gestures should be purposeful and spontaneous, springing naturally from the message itself. Most of the students only used the body language minimally to support the delivery. Some of them was distracted with holding the note. The key point of gestures and movement is too much movement is distracting; no movement at all is boring and uncommunicative. However, Learning Express clearly stated that physical motion is an important asset in holding the audience's attention. People naturally look at things that are moving, while we tend to lose interest quickly in stationary objects.

Another problem was how to make the students comfortable and not afraid

when they were justified. The main principles in English conversation club were the students wanted to speak up confidently although they still had weakness in speaking. So, the tutor might make the members confident with their ability. With the passage of the lack of time can be improved. Here was the role of tutor to solve the members" problem or mistake in speaking. But what the solving from the tutor did not offend and did not make them afraid. So, the tutor might have a specific strategy to deal with it, that was by the justifying the mistakes after the end of the lesson in general. In addition, the students were also given the opportunity for counseling face to face with the tutor to consult their problem and explain what the problem when they speak up.

The last problem faced by the tutor was the member's inconsistent attendance. Where in the first meeting, the members of English conversation club were full, there were many students who are interested in the English conversation club, but after few sessions, the students or members of English conversation club reduced. They had other activities such as following extracurricular more than one extracurricular.

There was also low commitment in following the English conversation club. It was not significant problem, because the purpose was to train the members who had a high commitment in learning English. No doubt, students who had high commitment in following the English conversation club they also gained more experience and knowledge about speaking. They are slowly mastered speaking. It was proved in the first meeting, the students were still timid, their pronunciation and vocabulary were less, but after they practiced speaking hardly, they could win the competition.

In every activity it may not be separated from the motivation to do so. The

students who joined in English conversation club also could not be separated from their motivation to join English conversation club. Their motivations in participating English conversation club were such as to get more experience and knowledge. They want to gain more experience and knowledge from the tutor and their seniors. English conversation club gave them a lot of knowledge especially in speaking. They were always motivated to be confident in whatever they say in front of the class, the most important thing is they want to speak up. As time goes on, they will be better.

In addition there were the other motivations. There were the students want to master speaking. It was their dream to be able speaking English properly, so that they could communicate to foreign people. They also wanted to continue higher education, so they thought that English is provision for them in order not to miss the important information. The last motivation was they wanted to find more friends. In English conversation club, they were family. Although they are from the different classes and levels, but they knew each other, motivated each other and learned together.
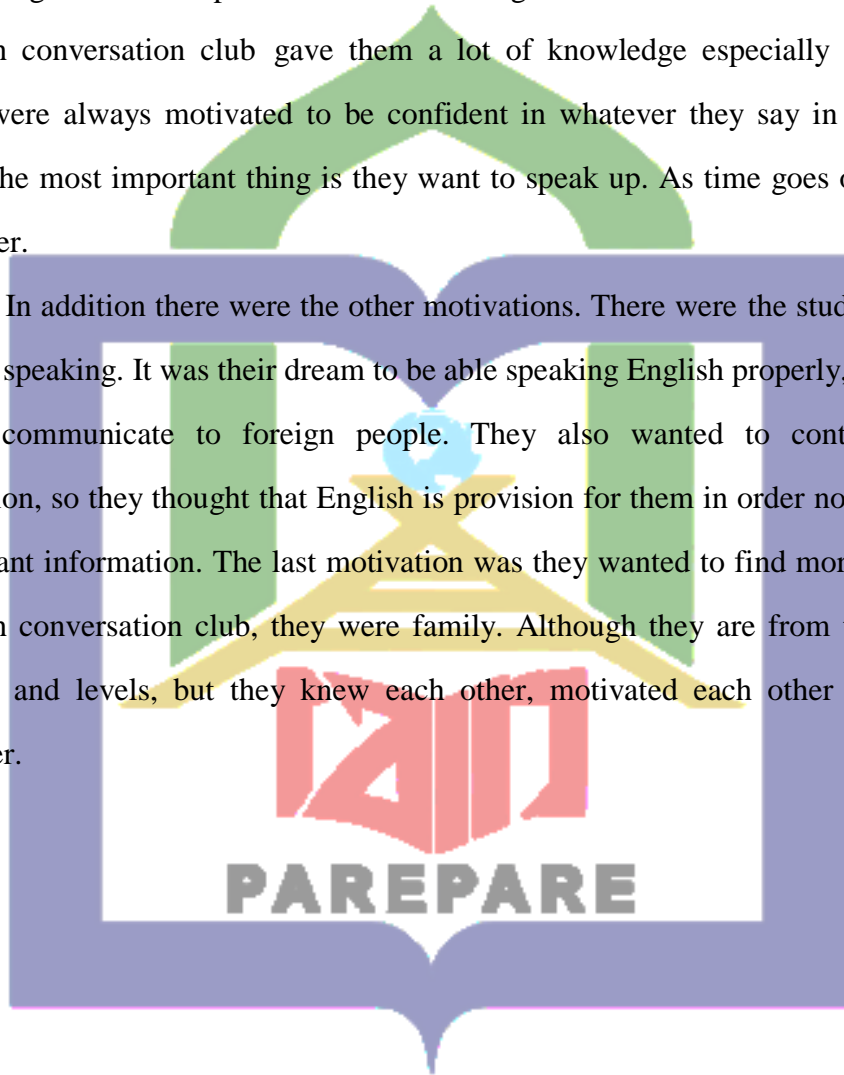
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This chapter consist of two parts namely conclution and suggestion of the research. The conclution deal with the conclution gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher. The last of this research, the researcher would like to give a conclusion as stated below. The research of data analysis showed that there is a significant difference speaking ability between the students in dormitory and the member of LIBAM IAIN Parepare. The mean score of students in dormitory is 73,82 in Good classification then the mean score of the member of LIBAM IAIN Parepare is 55,55 in Poor classification.

5.2 Suggestions

In considering with the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

5.2.1   For the english teacher

5.2.1.1 The teacher have to be more creative and productive to manage the method and technique in teaching English. Use many kinds of interesting media so the learners can study effectively and easily.

5.2.1.2 The English teacher should be able to apply some techniques which was suitable with the students' condition. In other word the teacher should build a favorable atmosphere at times of teaching-learning process conducted because a conductive condition in teaching would become one access to carry the success of material to be taught.

5.2.1.3 The English teacher should teach the students how to explain something in the good explanation or describtion so the students can practice or use it in daily life as well.

5.2.2 For the Students

5.2.2.1 The student should express their selves in improving their speaking ability and does not less motivation in learning speaking wherever and whenever.

5.2.2.2 The students should be confidence to practice speaking English in daily life because practice makes perfect.

5.2.2.3 The students should be able to express their idea or mind despite of they do not know the English of something on their mind but try to find another words which had similar meaning.

5.2.3 For the Next Researcher

5.2.3.1 There were still much more technique in teching English and information gap technique one of teaching technique. So the next researcher should be more creative to find another teaching technique.

5.2.3.2 It is necessary to another researcher conduct a further research, in order to validate the result of this study.

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APPENDICES
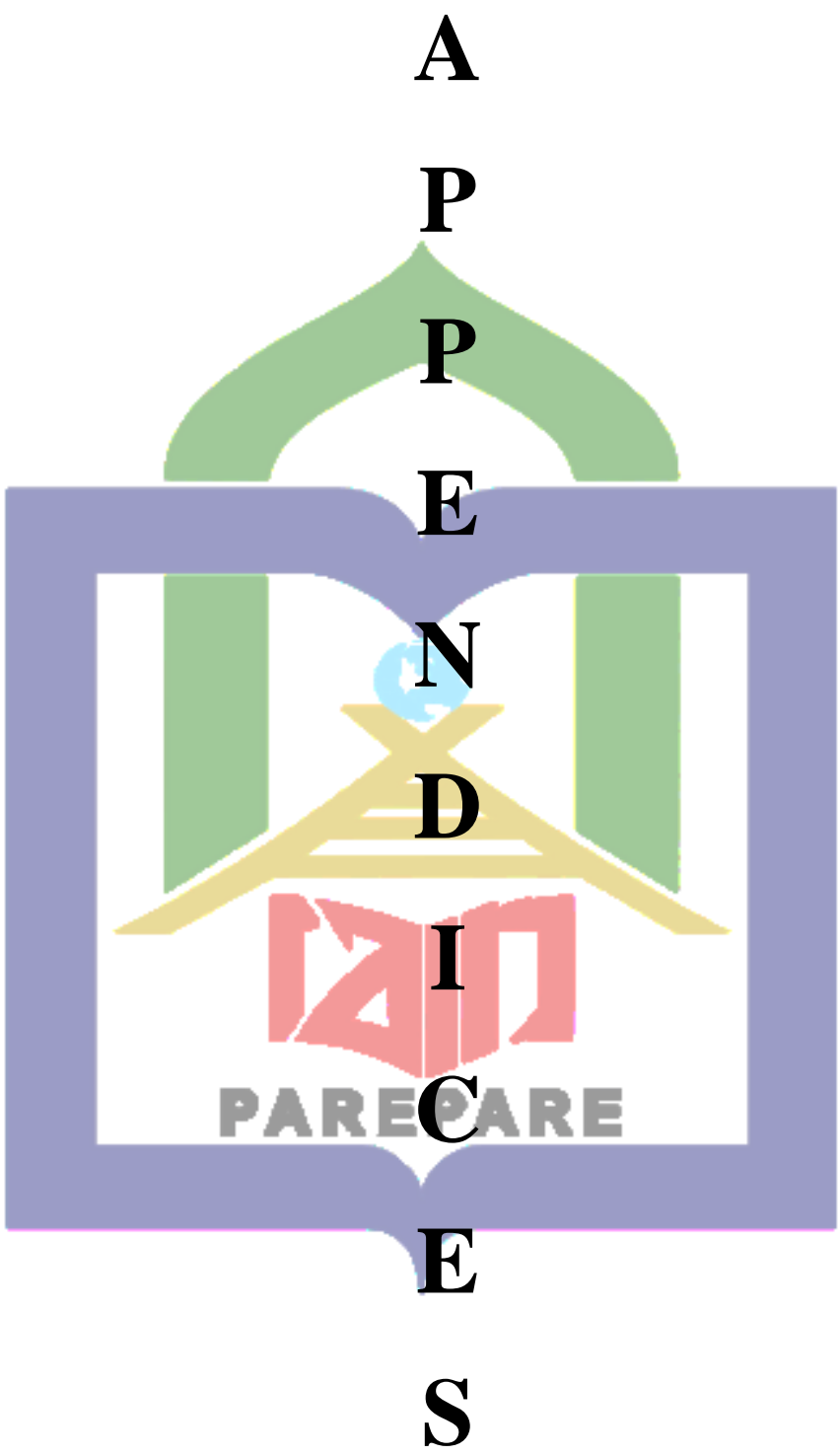
Appendix 1 (Instrument of the Research)

SPEAKING TEST

Instruction :

> You will be given a random topic that you choose one of them. After
> you choose one of them you will express your ideas or opinion in
> front of the researcher. The topics are :

1. Father's day

2. Working mother

3. Smoking in public

4. Hijab style

5. Technology / smartphone

6. Young married

7. Corruption in indonesian

8. Independent day

9. Parking area
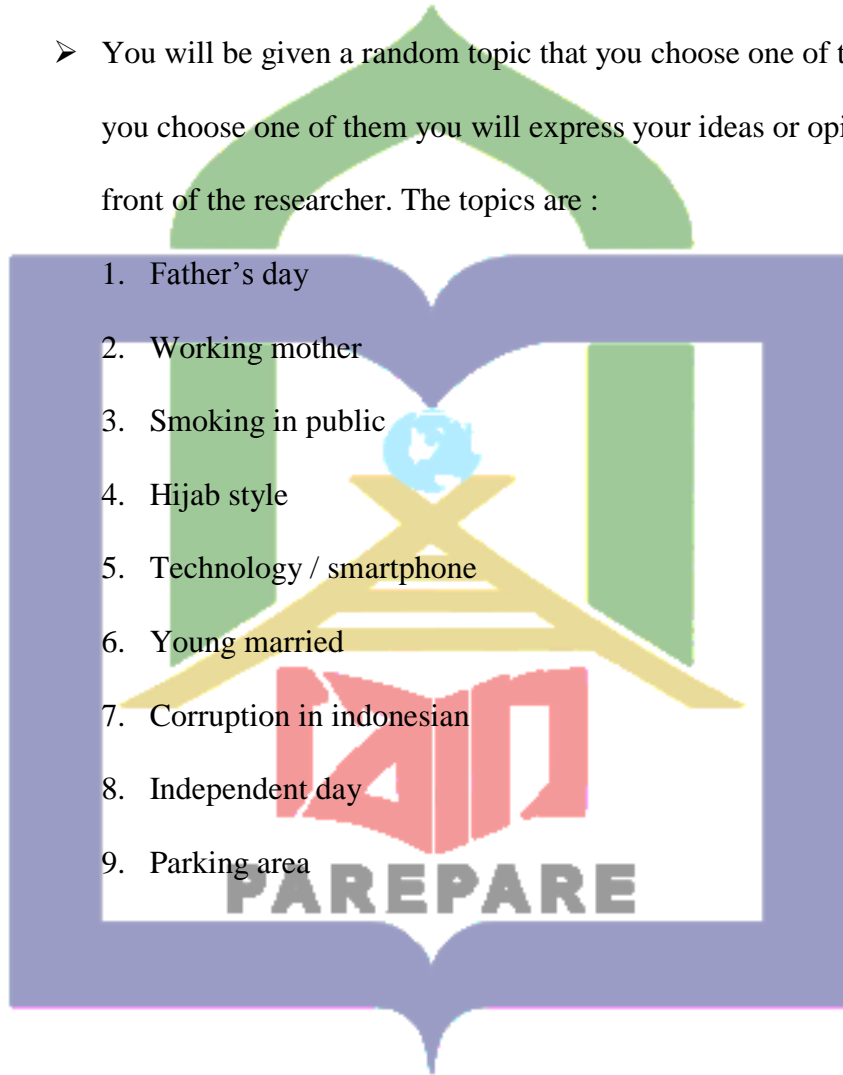
Appendix 2

Table 4.1(Data of Recording Students Speaking Accuracy)

No.	Name	Accuracy
1.	Student 1	5
2.	Student 2	6
3.	Student 3	4
4.	Student 4	5
5.	Student5	4
6.	Student 6	3
7.	Student 7	4
8.	Student 8	3
9.	Student 9	5
10.	Student 10	4
Total Score		39.4

Table 4.2 Students' Speaking Accuracy Classification

No.	Classification	Number of Students
1	High	4
2	Moderate	4
3	Low	2

Table 4.3(Data of Recording Students Speaking Fluency)

No.	Name	Fluency
1.	Student 1	5
2.	Student 2	5
3.	Student 3	4

4.	Student 4	5	
5.	Student 5	5	
6.	Student 6	4	
7.	Student 7	5	
8.	Student 8	3	
9.	Student 9	5	
10.	Student 10	5	
Total Score		**43.3**	

Table 4.4 Students' Speaking Fluency Classification

No.		Classification	Number of Students	
1		High	7	
2		Moderate	2	
3		Low	1	

Table 4.5 (Data of Recording Students Speaking Comprehensibility)

No.	Name	Comprehensibility
1.	Student 1	4
2.	Student 2	5
3.	Student 3	4
4.	Student 4	4
5.	Student 5	5
6.	Student 6	5
7.	Student 7	4
8.	Student 8	3

9.	Student 9	5
10.	Student 10	4
Total Score		**4.3**

Table 4.6 Students' Speaking Comprehensibility Classification

No.	Classification	Number of Students
1	High	4
2	Moderate	5
3	Low	1

Table 4.7 (Data of Recording Students Speaking Accuracy)

No.	Name	Accuracy
1.	Student 1	3
2.	Student 2	5
3.	Student 3	3
4.	Student 4	3
5.	Student 5	3
6.	Student 6	4
7.	Student 7	3
8.	Student 8	3
9.	Student 9	3
10.	Student 10	2
Total score		27.5

Table 4.8 Students' Speaking Accuracy Classification

No.	Classification	Number of Students
1	High	1
2	Moderate	1
3	Low	8

Table 4.9 (Data of Recording Students Speaking Fluency)

No.	Name	Fluency
1.	Student 1	5
2.	Student 2	3
3.	Student 3	3
4.	Student 4	3
5.	Student 5	3
6.	Student 6	4
7.	Student 7	4
8.	Student 8	3
9.	Student 9	3
10.	Student 10	2
	Total score	31.2

Table 4.10 Students' Speaking Fluency Classification

No.	Classification	Number of Students
1	High	1
2	Moderate	2
3	Low	7

Table 4.11 (Data of Recording Students Speaking Comprehensibility)

No.	Name	Comprehensibility
1.	Student 1	4
2.	Student 2	5
3.	Student 3	6
4.	Student 4	3
5.	Student 5	3
6.	Student 6	3
7.	Student 7	3
8.	Student 8	3
9.	Student 9	3
10.	Student 10	3
Total score		**30.6**

Table 4.12 Students' Speaking Comprehensibility Classification

No.	Classification	Number of Students
1	High	2
2	Moderate	1
3	Low	8

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Nomor   : B- 998 /In.39.5.1/PP.00.9/06/2019
Lampiran : -
H a l   : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: IRVASIANI	
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Semester	: XII (Dua Belas)	
Alamat	: CACABALA, DESA. PEKKABATA, KEC. DUAMPANUA, KAB. PINRANG	

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi
yang berjudul :

**"ANALYZING THE SPEAKING ABILITY BETWEEN THE STUDENTS IN DORMITORY AND THE
MEMBERS OF LIBAM AT STATE ISLAMIC INSTITUTE (IAIN) PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kersama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

18 Juni 2019

Wakil Dekan I,

Tembusan :

1. Rektor IAIN Parepare

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Nomor : 969/IPM/DPM-PTSP/12/2019
Lampiran : --
Hal : **Izin Penelitian**

Yth.
Parepare, 6 Desember 2019
Rektor Institut Agama Islam Negeri Kota Parepare

Di -

P a r e p a r e

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanana Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 999/In. 39.5.1 /PP.00.9/06/2019 tanggal 18 Juni 2019 Perihal Permohonan Izin Pelaksanaan Penelitian

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a	:	Irvasiani
Tempat/Tgl. Lahir	:	Malaysia / 04-07-1995
Jenis Kelamin	:	Wanita
Pekerjaan / Pendidikan	:	Mahasiswi / S1
Program Studi	:	Bahasa inggris
A l a m a t	:	Pinrang Lingk. Cacabala kel. Pekkabata kec. Duampanua kab. Pinrang 91253

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

Analyzing the speaking ability between the students in dormitory and the members of libam at state islamic institut (IAIN) Parepare

Selama : TMT 07/12/2019 S/D 26/12/2019
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu
Pintu Kota Parepare

Hj. ANDI RUSIA, SH., MH
Pangkat :Pembina Utama Muda

LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Sekretariat: Jl. Amal Bakti No. 8 Soreang Kota Parepare. Hp: 082199410866, email: libam.iainpp@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 03/LIBAM/In.39/PR/III/2020

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama	: Irvasiani
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Jurusan	: Tarbiyah
Prodi	: Pendidikan Bahasa Inggris
Tempat/ Tgl.Lahir	: Malaisya/ 07 April 1995
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Alamat	: Cacabala, Desa. Pekkabata, Kec. Duampanua, Kab. Pinrang

Benar-benar telah melakukan penelitian dengan judul **"ANALYZING THE SPEAKING ABILITY BETWEEN THE STUDENTS IN DORMITORY AND THE MEMBERS OF LIBAM AT STATE ISLAMIC INSTITUTE (IAIN) PAREPARE"** Pada tanggal 07 Desember 2019- 22 Januari 2020 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 02 Maret 2020

Mengetahui,-
A.n. Ketua LIBAM IAIN Parepare,-
Wakil Ketua LIBAM IAIN Parepare,-

MUHAMMAD IRSAN
NRA. 17.19.33

Pengambilan Data di Sentra LIBAM IAIN Parepare

CURRICULUM VITAE

IRVASIANI, the researcher was born in Sandakan on April 07[th] 1995. She is the second child from four children *of* an endless love couple, Anwar Amir and Hamidah. She completed her elementary school from SDN No. 44 Cacabala in 2007. In 2010, she completed her junior high school from MTS DDI Kaballangang. In 2013, she started pursuing her senior high school from MA DDI Kaballangang. After graduating, she continued her study in IAIN Parepare by taking English study program. She is one of the English tutor in dormitory for three years. Finally she graduated from IAIN Parepare in 2020 by undergraduate skripsi entitled untitled " Analyzing the Speaking Ability between the Students in Dormitory and the Members of Libam at State Islamic IAIN Parepare.