

## CHAPTER IV

### ANALYSIS AND DISCUSSION

In this chapter, the writer would like to analyze and discusses the data collected in order to show the student's ability level in student's speaking ability involving: grammar, vocabulary and pronunciation.

The writer also divides this chapter into two main parts: data analysis and discussions. The data presented here are in the form of tables that show the student's grade and their percentages.

#### **1.1 Analysis**

In the following section, the writer presents the analysis of the gathered data in form of tables that would be useful for the readers in understanding the analysis. In this part, the writer presents the data on the students' speaking ability of three aspects regarding: grammar, vocabulary and pronunciation.

#### **Grammar:**

##### **Student 1**

Student 1: produced 11 words in his answer.

Incorrect words	Correct words	Explanation of error
The moral value of the text is <b>think</b> before you	The moral value of the text is thinking before	Grammatical incorrect in sentence "...text is think"

<b>acet</b>	you act	
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Student 1: score 3. The writer gave score 3 to student 1 because the student added to be 'is' in that sentence.

### **Student 2**

Student 2: produced 25 words in his answer.

Incorrect words	Correct words	Explanation of error
The purpose of the two brothers went to the king they want laws to collect more money from the people we will become very rich	The purpose of the two brothers going to the king was they wanted to become very rich.	Grammatical errors

Student 2: score 3. The writer gave score 3 to student 2 because the student used grammatical error.

### **Student 3**

Incorrect words: The uncle and ant of snow white **plan** to **leaving** snow white in the casty.

Correct words: **Plan** should be planed.

**To Leaving** should be to leave.

Student 3: produced 15 words in her answer. The writer gave score 3 to student 3.

#### **Student 4**

Incorrect words: The dove **view** away quickly from this net

Correct word: **view** should be flew.

Student 4: score 4. The writer gave score 4.

#### **Student 5**

Student 5: produced 9 words in her answer. The writer noticed there were 9 words which are grammatically correct.

#### **Student 6**

Student 6: produced 13 words in her answer. The writer noticed there were 13 words which are grammatically correct.

#### **Student 7**

Student 7: produced 9 words in his answer. The writer noticed there were 9 words which are grammatically correct.

#### **Student 8**

Student 8: produced 10 words in his answer. Out of the 10 the writer noticed that there are 9 words which are grammatically correct and 1 word which is grammatically incorrect. In the following table the writer describes the ungrammatical sentences produced by student 8:

Incorrect words	Correct words	Explanations of error
The purpose of the text is to entertain the reader(s)	The purpose of the text is to entertain the reader	Verb placement error

Student 8: score 5. The writer gave score 5 to student 8 because student's verb placement was wrong.

### **Student 9**

Incorrect words: Characteristics of the two **brother are** ambition and winning.

Correct Words: Characteristics of the two **brothers were** **ambition** and winning.

Student 9: score 4. The writer gave score 4 to student 9.

### **Student 10**

Student 10: produced 10 words in her answer. Out of the 10 the writer noticed that there are 9 words which are grammatically correct and 1 word which is grammatically incorrect. In the following table the writer describes the ungrammatical sentences produced by student 10:

Incorrect words	Correct words	Explanations of error
The place in the story <b>is</b> was in the forest	The place in the story was in the forest	An addition of to be 'is'

Student 10: score 3. The writer gave score 4 to student 10 because student added to be 'is' in that sentence.

### **Student 11**

Incorrect word: There **are** three characters in the text two close friends and the bear.

Correct word: **are** should be were.

Student 11: score 5. The writer gave score 5 to student 11.

### **Student 12**

Student 12: produced 14 words in her answer. The writer noticed there were 14 words which are grammatically correct.

### **Student 13**

Student 13: produced 7 words in her answer. Out of the 7 the writer noticed that there are 6 words which are grammatically correct and 1 word which is grammatically incorrect. In the following table the writer describes the ungrammatical sentences produced by student 13:

Incorrect words	Correct word	Explanation of error

Two close friends walking in the forest	Two close friends were walking in the forest	Forgot to add to be (were)
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Student 13: score 4. The writer gave score 4 to student 13 because the student forgot to add to be 'were' in that sentence.

#### **Student 14**

Student 14: produced 8 words in her answer. The writer noticed there were 8 words which were grammatically correct.

#### **Student 15**

Incorrect word: when a larger bear getting closer one of them climbed a nearby tree at once.

Correct word: when a larger bear **was**....

Student 15: score 4. The writer gave score 4 to student 15.

#### **Student 16**

Incorrect word: Because they **lied** to the king.

Correct word: because they **lied** to the king

Student 16: score 4. The writer gave score 4 to student 16.

**Student 17**

Incorrect word: Snow white **run** to the wood when her aunt and unsle were having breakfast.

Correct word: Run should be ran.

Student 17: score 5. The writer gave score 5 to student 17.

**Student 18**

Student 18: produced 6 words in his answer. Out of the 6 the writer noticed that there are 4 words which are grammatically correct and 2 words which are grammatical incorrect. In the following table the writer describes the ungrammatical sentences produced by student 18:

Incorrect words	Correct words	Explanation of error
In the forest have seven dwarfs	There were seven dwarfs in the story	Wrong composing sentences

Student 18: score 2. The writer gave score 2 to student 18 because the student composed wrong sentences.

**Student 19**

Incorrect words: The ant **bite** the hunter's heets because the hunter wanted **to throwing** out his net towards the dove, hoping to trap it in this way.

Correct words: **Bite** should be **bit**.

To throwing should be to throw.

Student 19: score 4. The writer gave score 4 to student 19.

### **Student 20**

Student 20: produced 9 words in his answer. The writer noticed there were 9 words which are grammatically correct.

### **Vocabulary**

### **Student 1**

Student 1: score 3. The writer gave score 3 to student 1 because the student used wrong vocabulary of "**acet**". It should be "**act**".

### **Student 2**

Inappropriate vocabulary: The purpose of the two brothers **want** to the king they want laws to collect more money **form** the people we will become very rich.

Appropriate vocabulary: - **Want** should be **went**.

- **Form** should be **From**.

Student 2: score 3. The writer gave score 3 to student 2.

### **Student 3**

Inappropriate vocabulary: The uncle and **ant** of snow white plan to leaving snow white in the **casty**.

Appropriate vocabulary: **Ant** should be **Aunt**.

Student 3: score 3. The writer gave score 3 to student 3.

### **Student 4**

Student 4: score 6. The writer gave score 6 to student 4 because student used appropriate vocabulary.

### **Student 5**

Inappropriate vocabulary: The ant quickly bit the hunter on the **hel**.

Appropriate vocabulary: **Hel** should be **heel**.

Student 5: score 4. The writer gave score 4 to student 5.

### **Student 6**

Student 6: score 6. The writer gave score 6 to student 6 because student used appropriate vocabulary.

### **Student 7**

Inappropriate vocabulary: Snow white **fond** the little cottage in the forest.

Appropriate vocabulary: **Fond** should be **found**.

Student 7: score 3. The writer gave score 3 to student 7.

### **Student 8**

Student 8: score 6. The writer give score 6 to student 8 because student used appropriate vocabulary.

### **Student 9**

Inappropriate vocabulary: Characteristics of the two brothers are ambision and  
winning.

Appropriate vocabulary: **ambision** should be **ambition**.

Student 9: score 4. The writer gave score 4 to student 9.

### **Student 10**

Inappropriate vocabulary: The **plase** in the story is was in the forest.

Appropriate vocabulary: **Plase** should be **place**.

Student 10: score 3. The writer gave score 3 to student 10.

### **Student 11**

Inappropriate vocabulary: There are three characters in the text two close friends and  
the **beard**.

Appropriate vocabulary: **Beard** should be **bear**.

Student 11: score 4. The writer gave score 4 to student 11.

### **Student 12**

Student 12: score 6. The writer gave score 6 to student 12 because student used  
appropriate vocabulary.

### **Student 13**

Inappropriate vocabulary: Two **clase** friends walking in the forest.

Appropriate vocabulary: **Clases** should be **close**.

Student 13: score 4. The writer gave score 4 to student 13.

**Student 14**

Student 14: score 6. The writer gave score 6 to student 14 because student used appropriate vocabulary.

**Student 15**

Student 15: score 6. The writer gave score 6 to student 15 because student used appropriate vocabulary.

**Student 16**

Inappropriate vocabulary: Because they **li**ey to the king.

Appropriate vocabulary: **L**iey should be **l**ied.

Student 16: score 3. The writer gave score 3 to student 16.

**Student 17**

Inappropriate vocabulary: Snow white run to the wood when her aunt and **unl**sewere  
having breakfast.

Appropriate vocabulary: **un**sl should be **un**cle.

Student 17: score 3. The writer gave score 3 to student 17.

**Student 18**

Inappropriate vocabulary: In the forest have **sevent** dwarfs.

Appropriate vocabulary: **Sevent** should be **seven**.

Student 18: score 3. The writer gave score 3 to student 18.

### **Student 19**

Student 19: score 6. The writer gave score 6 to student 19 because student used appropriate vocabulary.

### **Student 20**

Inappropriate vocabulary: The **titel** of the text above is true friends.

Appropriate vocabulary: **Titel** should be **title**.

Student 20: score 4. The writer gave score 4 to student 20.

## **Pronunciation**

### **Student 1**

Student 1: produced 11 words in her speech. Student 1: score 6. The writer gave score 6 to student 1 because the student encountered no error during the speech.

### **Student 2**

Incorrect sound	Correct sound	Explanation of errors
The purpose of the two brothers went to the king they want ( <b>went</b> ) laws ( <b>les</b> ) to collect more money from the people we will become ( <b>bikom</b> ) very rich ( <b>rach</b> )	The purpose of the two brothers went to the king they want [wɒnt] laws [lɔs] to collect more money from the people we will become [bi'kʌm] very rich [ric]	- The student found it difficult to pronounce this word - The student didn't know how to pronounce this word

Student 2 score: 3. The writer gave score 4 to student 2 because the student didn't know how to pronounce and difficult to pronounce this word.

### Student 3

Incorrect sound	Correct sound	Explanation of errors
The uncle ( <b>ansle</b> ) and aunt of snow ( <b>sou</b> ) white plan ( <b>plan</b> ) to leave snow white in the castle ( <b>kasti</b> )	The uncle [ʌŋkəl] and aunt of snow [snow] white plan [plæn] to leave snow white in the castle [kæseɪ]	- The student difficult to pronounce this word - The student doesn't know how to pronounce this word - The student express the word in a straight line

		- It is influenced by Indonesia Language
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Student 3 score: 3. the writer gave score 4 to student 3 because the student expressed the word in a straight line and it was influenced by Indonesian language.

#### **Student 4**

Incorrect sound	Correct sound	Explanation of errors
The Dove flew away quickly ( <b>kukly</b> ) from this net	The dove flew away quickly [kwikly] from this net	The student found it difficult to pronounce this word

Student 4 score: 3.

#### **Student 5**

Incorrect sound	Correct sound	Explanation of errors
The Ant quickly bit the hunter ( <b>hanter</b> ) on the hill	The Ant quickly bit the hunter [hAntər] on the hill	The student express the word in a straight line

Student 5 score: 3.

#### **Student 6**

Incorrect sound	Correct sound	Explanation of errors
The moral value of the	The moral value of the	

text is common (komon) people may prove great ones.	text is common [kamən] people may prove grade ones.	
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Student 6 score: 3

### **Student 7**

Incorrect sound	Correct sound	Explanation of errors
Snow white found (fol) the little (litek) cottage (kostik) in the forest (frost)	Snow white found [fawnd] little [litəl] cottage [katij] in the forest [farist].	

Student 7 score: 3.

### **Student 8**

Student 8: produced 10 words in her speech. Student 8 scored: 6. The writer gave score 6 to student 8 because the student encountered no error during the speech.

### **Student 9**

Student 9: produced 8 words in her speech. Student 9 scored 6. The writer gave score 6 to student 9 because the student encountered no error during the speech.

### **Student 10**

Incorrect sound	Correct sound	Explanation of errors
The place in the story is was in the forest ( <b>forst</b> )	The place in the story is was in the forest [farist]	The student found it difficult to pronounce this word

Student 10 score: 3.

### **Student 11**

Student 11: produced 13 words in her speech. Student 11 scored: 6. The writer gave score 6 to student 11 because the student encountered no error during the speech.

### **Student 12**

Student 12: produced 14 words in her speech. Student 12 scored: 6. The writer gave score 6 to student 12 because the student encountered no error during the speech.

### **Student 13**

Incorrect sound	Correct sound	Explanation of errors
Two close ( <b>klas</b> ) walking ( <b>wiking</b> ) in the forest	Two close [klowz] walking [wəking] in the forest	The student found it difficult to pronounce this word -

Student 13 score: 3.

### Student 14

Incorrect sound	Correct sound	Explanation of errors
The kind ( <b>kin</b> ) of the text is narrative text	The kind [kaind] of the text is narrative text	The student expressed the word in a straight line

Student 14 score: 4.

### Student 15

Incorrect sound	Correct sound	Explanation of errors
When a large ( <b>langger</b> ) bear getting closer one of them climbed ( <b>klimbet</b> ) a nearby tree at once	When a large [larj] bear getting closer one of them climbed [klaim] a nearby tree at once.	-The student found it difficult to pronounce this word  -The student express the word in a straight line.

Student 15 score: 3.

### Student 16

Student 16: produced 6 words in her speech. Student 16 scored: 6. The writer gave score 6 to student 16 because the student encountered no error during the speech

**Student 17**

Incorrect sound	Correct sound	Explanation of errors
Snow white run to the wood when her aunt and uncle ( <b>ansel</b> ) were having breakfast ( <b>brekfist</b> )	Snow white run to the wood when her aunt and uncle [ʌŋkəl] were having breakfast [brekfəst].	The student found it difficult to pronounce this word

Student 17 score: 3.

**Student 18**

Incorrect sound	Correct sound	Explanation of errors
In the forest have seven dwarfs ( <b>draks</b> )	In the forest have seven dwarfs [dwərf]	The student difficult to pronounce this word

Student 18 score: 4.

**Student 19**

Student 19: produced 25 words in her speech. Student 19 scored: 6. The writer gave score 6 to student 19 because the student encountered no error during the speech.

**Student 20**

Incorrect sound	Correct sound	Explanation of errors
The title ( <b>titel</b> ) the text above is true friends	The title [taitəl] the text above is true friends	The student difficult to pronounce this word

Student 20 score: 4.

**1.2 Assessment Aspect**

The score was given after the writer had already finished analyzing the data by using the measurement that is based on the notion proposed by Hughes (1990:91-93).

Score	Level
(16-18)	Excellent
(13-15)	Very good
(10-12)	Above average
(7-9)	Average
(4-6)	Below average
(1-3)	Bad

**To make clear the following table is presented:**

Students	Aspect to be assessed / score			Total score	Level of ability
	Grammar	Vocabulary	Pronunciation		
1	3	3	6	10	Above average
2	3	3	3	9	Average
3	3	3	3	9	Average
4	4	6	3	13	Very good
5	6	4	3	13	Very good
6	6	6	3	15	Very good
7	6	3	3	12	Above average
8	5	6	6	17	Excellent
9	4	4	6	14	Very good
10	3	3	3	9	Average
11	5	4	6	15	Very good

12	6	6	6	18	Excellent
13	4	4	3	11	Above average
14	6	6	4	16	Excellent
15	4	6	3	13	Very good
16	4	3	6	13	Very good
17	5	3	3	11	Above average
18	2	3	4	9	Average
19	4	6	6	16	Excellent
20	6	4	4	14	Very good
Total score	89	86	86	261	

Remarks:

1. Column 1 : represents the number of the students
2. Column 2: represents the total of grammar
3. Column 3: represents the total of Vocabulary
4. Column 4: represents the total of Pronunciation
5. Column 5: represents the total score
6. Column 6: represents the level of ability

The following formula was used to measure the whole proficiency.

- a. Total score = score of grammatical structure + score of vocabulary + score of pronunciation

$$89 + 86 + 86 = 261$$

- b. The percentage was made using this formula:

$$\frac{\textit{Total Score}}{\textit{Total respondents}}$$

$$\frac{261}{20} = 13,05$$

So the students' ability level in English speaking is "very good". So the writer concluded that the students' ability in speaking English through narrative text is excellent (13,05).

### **1.3 Discussion**

Based on the data analysis, it was found that 4 students got excellent level, with scored 18, 17 and 2 students got score 16. Eight students got very good level with scored 13-15. Four students got above average level with score 11-12. Besides that, four students got average level with the score of 9.