

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter discussed about the student ability. There are three aspects in analyzing the mistakes of student's oral presentation; there are grammar, vocabulary and pronunciation.

4.1 Data Display

. Student 1

Good morning my friends, now I want to tell you about how to make a cup of tea. Here are the materials: Tea, Spoon, Sugar, Cup, Kettle, Teapot, Fair, Stove. How to make: First, strike the fair to light the stove. And boil some water in the kettle as a required in the stove. After boil water. Put a spoon of tea into the teapot and the pour the boil water. Leave a few minutes. Next, pour the tea into the cup. Finally, stir and serve it.

. Student 2

Good morning friends, I want to tell you about how to make a cup of coffee. Here are the materials: Copi, Kettle, Sugar, Hot, Glass, Spoon. These are the steps: First, boil water in the kettle as require. Then, pour a spoon of coffee into the cup. Get a spoon of coffee into the cup. Next, pour the hot water into the cup. Finally, stir and drink it.

. Student 3

Good morning friends, now I want to tell you how to use cell phone to make a phone call. There are the materials: a phone, a phone number. Procedure:

First, turn the turn on. Dial the number. Then, press the call or send button. Wait for the sound. Next, speaks normally. Finally, press the end call to hang up.

. Student 4

Good morning, now I want to tell you about how to use cell phone to send a message. There are the steps: First, turn the phone on. Then, press the messaging button. Press options to create message and then text message button. Next, write message. After that, insert the phone number. Insert options menu. Finally, insert the word send to send it.

Student 5

Hallo good morning, now I want to tell you about how to plant flower. Prepares: Flower, A flower pot, Manure, Soil, Waters. Steps: First, mixer the soil and the manure. Put the soil and manure in the pot. Then, Insert the flower into the pot. Finally, water the flower and put the pot in a place with enough sunshine.

. Student 6

Hallo friends, I want to tell you how to make a cup of tea. First the ingredients are; water, tea, jug, and cup. And then steps; first of all, prepare all the materials. Second, boil waters in your jug. Third, place tea bag into cup while wait to water for boil. And next pour boil water in your cup. Finally, serve the tea to enjoy. Thank you.

Student 7

Hay guys, I want to tell you how to make a cup of coffee. The materials are; water, a spoon of coffee bubuk and 2 spoon of sugar. Steps; first, boil water.

Second, get a spoon of coffee bubuk and 2 spoons of sugar into a cup. Third, put the boil water into the cup. Fourth, stir well.

Student 8

Good morning friends. Now I want to tell you how to use cell phone to send a short message. Tool; a cell phone that can be using to send a message. Tutorial; turn on your cell phone. Click the SMS send application. Type the message you want to send to others. Write the phone number you want to send a message and then click send. Thank you.

Student 9

Good morning friends, now I want to tell you how to plants flower. Prepares; pot, flower, fertilizer, soil and water. Steps; first, take a pot. Then, take the soil and fertilizer and pour to the pot. Stir the soil and fertilizer. Take the flower and plant the flower in pot. Finally, fresh the flower with water.

Student 10

Hallo friends, now I want to tell you about procedure text how to use a cell phone to make a phone call. First we need a phone and a phone number. The steps; turn the phone on. Second, wait until the signals full. Then, press the number you want to call. Wait until the others say "Hello". Finally, press the end call to hang up.

4.2 Data Analysis

a. Student 1

1. Grammar

Student 1's oral presentation can be described as containing "no more than two errors during the presentation". It means that there are not some errors in her oral presentation: It was clear and really good.

Score: 6

2. Vocabulary

Student 1's oral presentation based on the topic given was described as having "adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest". It means that although she gave the short explanation but the word selection was related to the topic given. The mistake made by student 1 was:

- a. "Fire". It should be "match".
- b. "Put the tea into the cup". It should be "Pour the tea into the cup".
- c. "Pour a spoon of sugar". It should be "Put a spoon of sugar".

Score: 5

3. Pronunciation

Student A's pronunciation was classified as having "no conspicuous mispronunciation but would not be native speaker". It means that the pronunciation and the word stress are quite or it didn't interfere the understanding.

Example:

- a. Water (water). It should be (/ˈwɔ:tə /).
- b. Stir (stir). It should be (/stə:/).
- c. Pour (pour). It should be (/pɔ:/).

Score: 5

Student 2

1. Grammar

Student 2's oral presentation can be described as containing "few errors, with no patterns of failure". It means that there were few errors in grammar during her presentation. The errors made by student 2's are as follow:

- a. The use of preposition "in", in the sentences "Put a spoon of coffee in the cup" it should be "Put a spoon of coffee into the cup".

Score: 6

2. Vocabulary

Student 2's oral presentation based on the topic given was described as having "adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest". It means that although she gave the short explanation but the word selection was related to the topic given. The mistake made by student 2's was:

- a. "Glass". It should be "Cup"
- b. "Get a spoon of coffee". It should be "put a spoon of coffee".

- c. “Pour a spoon of coffee”. It should be “Put a spoon of coffee”.

Score: 5

3. Pronunciation

Student 2’s pronunciation was classified as having “foreign accent” and occasional mispronunciation which do not interfere with understanding”. It means that although some mispronunciation and incorrect word stress appeared in her presentation the listener could understand his presentation. Some of the words mispronounced are as follows:

- a. Sugar (sugar). It should be (/ˈʃʊɡə /)
- b. Coffee (kopi). It should be (/ˈkɒfɪ /).
- c. Stir (stir). It should be (/stɜː/).
- d. Pour (pour). It should be (/pɔː ;/).

Score: 4

Student 3

1. Grammar

Student 3’s oral presentation can be described as containing "no more than two errors during the presentation”. It means that there are not some errors in his oral presentation: It was clear and really good.

Score: 6

2. Vocabulary

Student 3's oral presentation based on the topic given was described as having "adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest". It means that although she gave the short explanation but word selection was related to the topic given. The mistakes made by student 3's are:

- a. The word "phone" (see the appendices 3). It should be "a cellphone".
- b. "Turn the turn on". It should be "Turn the phone on".
- c. "Insert the call button". It should be "Press the call button".

Score: 5

3. Pronunciation

Based on the point of pronunciation, student 3's was "no conspicuous mispronunciation but would not be taken for native speaker". It means that, her pronunciation was really good although still far from the native speaker. The writer found the mispronunciation of the following words:

- a. Sound (son). It should be (/saʊnd/).
- b. Normally (normeli). It should be (/nɔːm(ə)li/).

Score: 5

Student 4

1. Grammar

Student 4's oral presentation can be described as containing "few errors, with no patterns of failure". It means that there were few errors in grammar during her presentation. The errors made by student 4's are as follows:

- a. The use of suffix (-s) in the word ‘numbers’ in sentence “insert the phone numbers”. It should be “insert the phone number”.
- b. “Press option button”. It should be “Press options button”.

Score: 5

2. Vocabulary

Student 4’s oral presentation based on the topic given was described as having “adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest”. It means that although she gave the short explanation but the word selection was related to the topic given. The mistake made by student 4’s are:

- a. “Insert options menu”. It should be “Press options button”.
- b. “Insert the word send”. It should be “Choose the word send”.

Score: 5

3. Pronunciation

Student 4’s pronunciation was classified having “no conspicuous mispronunciation but would not be native speaker”. It means that the pronunciation and the word stress are quite good or didn’t interfere the understanding. Example:

- a. Message (meseich). It should be (/mɛsɪdʒ/).
- b. Phone (fon). It should be (/fəʊ n/).
- c. Option (apsen). It should be (/ɒpʃ (ə) n/).

Score: 5

Student 5

1. Grammar

Student 5's oral presentation can be described as containing "few errors, with no patterns of failure". It means that there were few errors in grammar during her presentation. The errors made by student I's are as follow:

- a. The use of regular verb (er) in the word "mixer". In "mixer the soil and the manure", it should be "mix the soil and the manure".
- b. The preposition "in" in the sentence "put the soil and manure in the pot". It should be "put the soil and the manure into the pot".

Score: 5

2. Vocabulary

Based on the point of vocabulary, her presentation was apparently as accurate and extensive as that of an educated native speaker. It means that far her presentation was clear. The word that she use was accurate based on the topic given. So the listener really understood what she wanted to do.

Score: 6

3. Pronunciation

From her oral presentation the pronunciation was classified having “no conspicuous mispronunciation but would not be taken for a native speaker”. It means that all words were pronounced currently although there were some words which were pronounced incorrectly. Examples:

- a. Manure (menyer). It should be (/məˈnjuə(r) /).
- b. Sunshine (sansan). It should be (/sʌŋʃaɪn/).

Score: 5

Student 6

1. Grammar

Student 6’s oral presentation can be described as containing “few errors, with no patterns of failure”. It means that there were few errors in grammar during his presentation. The errors made by student 6’s are as follow:

- a. The use of preposition “in”, in the sentences “pour boil water in your cup” it should be “pour boil water into your cup”.
- b. The use of suffix (s) in the word “waters” it should be “water”

Score: 5

2. Vocabulary

Student 6’s oral presentation based on the topic given was described as having “adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest”. It means that

although she gave the short explanation but the word selection was related to the topic given. The mistake made by student 6's are:

- a. "Third, place tea bag into cup while wait to water for boil". It should be "Third, place tea bag into cup while waiting for water to boil".
- b. "Pour boil water into your cup". It should be "Pour boiled water into your cup".

Score: 5

3. Pronunciation

Students 6's pronunciation was classified having "no conspicuous mispronunciation but would not be native speaker". It means that the pronunciation and the word stress are quite good or didn't interfere the understanding. Example:

- a. Prepare (prepare). It should be (/prɪ'peɪ /)
- b. Wait (wite). It should be (/weɪt /)
- c. Finally (finally). It should be (/ˈfʌɪnəli/)

Score: 5

Student 7

1. Grammar

Student 7's oral presentation can be described as containing "no more than two errors during the presentation". It means that there are not some errors in her oral presentation: It was clear and really good

Score: 6

2. Vocabulary

Student 7's oral presentation based on the topic given was described as having "adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest". It means that although she gave the short explanation but the word selection was related to the topic given. The mistake made by student 7's are:

- a. "Get a spoon of coffee bubuk". It should be "Get a spoon of coffee powder"
- b. "Get a spoon of coffee powder". It should be "Put a spoon of coffee powder".

Score: 5

3. Pronunciation

Students 7's pronunciation was classified having "no conspicuous mispronunciation but would not be native speaker". It means that the pronunciation and the word stress are quite good or didn't interfere the understanding. Example:

- a. Make (maik). It should be (/meɪk /)
- b. Water (water). It should be (/ˈwɔːtə /)
- c. Sugar (sugar). It should be (/ˈʃʊɡə /)

Score: 5

Student 8

1. Grammar

Student 8's oral presentation can be described as containing "no more than two errors during the presentation". It means that there are not some errors in her oral presentation: It was clear and really good.

Score: 6

2. Vocabulary

Based on the point of vocabulary, student 8 can be described as "adequate broad and precise general vocabulary adequate to cope with complex practical problems and varied social situation". It means that although she gave the short explanation but word selection was related to the topic given. The only mistake appeared her presentation was the use of the word "send application". It should be "sender application".

Score: 5

3. Pronunciation

From her oral presentation the pronunciation was classified having "no conspicuous mispronunciation but would not be taken for a native speaker'. It means that all words were pronounced currently although there the only word which were pronounced incorrectly.

- a. Message (meseich). It should be (/ˈmesɪdʒ /)

Score: 5

Student 9

1. Grammar

Student 9's oral presentation can be described as containing "few errors, with no patterns of failure". It means that there were few errors in grammar during her presentation. The errors made by student 9's are as follow:

- a. The use of article "a" in a sentences "Take a pot". It should be "Take the pot"
- b. The use of suffix (-s) in the word "plants" in sentences "How to plants flower". It should be "How to plant flower".

Score: 5

2. Vocabulary

Student 9's oral presentation based on the topic given was described as having "adequate broad and precise; general vocabulary adequate to the cope with complex practical problems and varied topics of general interest". It means that although she gave the short explanation but word selection was related to the topic given. The mistakes made by student 9's are:

- a. "Pour to the pot". It should be "Pour into the pot".
- b. "Finally, fresh the flower with water". It should be "Finally. Flush the flower with water".

Score: 5

3. Pronunciation

Student 9's pronunciation was classified having "foreign accent" and occasional mispronunciation which do not interfere with understanding". It means

that although some mispronunciation and incorrect word stress appeared in her presentation the listener could understand her pronunciation. Some of the words mispronunciation as follows:

- a. Pot (put). It should be (/ pʊt /)
- b. First (firs). It should be (/ fɜːst /)
- c. Pour (piur). It should be (/ pɔː /)
- d. Water (wacer). It should be (/ 'wɔːtə /)

Score: 4

Student 10

1. Grammar

Student10's oral presentation can be described as containing "no more than two errors during the presentation". It means that there are not some errors in her oral presentation. It was clear and really good.

Score: 6

2. Vocabulary

Based on the point of vocabulary, her presentation was apparently as accurate and extensive as that of an educated native speaker. It means that far her presentation was clear. The word that she use was accurate based on the topic given. So the listener really understood want she wanted to do.

Score: 6

3. Pronunciation

Student 10's pronunciation was classified having "no conspicuous mispronunciation but would not be native speaker". It means that the

pronunciation and the word stress are quite good or did not interfere the understanding. Example;

- a. Signals (signals). It should be (/ˈsɪgn(ə)ls /)
- b. Hello (hallo). It should be (/həˈləʊ /)
- c. Hang up (hang up). It should be (/ˈhɑːŋʌp /)

Score: 5

4.3 Data Discussion

In this point the writer presents the table which show students' scores based on the result of analysis. The writer only assessed students' speaking ability from the three aspects, namely: Grammar (SG), Vocabulary (SV), and Pronunciation (SP). The data analysis of students' speaking performance showed the criteria of scoring in the table below:

Table 2: Distribution of students' score in three elements of oral English proficiency

Students' number	SG	SV	SP	Total Score	Ability Level
S.1	6	5	5	16	Excellent
S.2	5	5	4	14	Very good
S.3	6	5	5	16	Excellent
S.4	5	5	5	15	Very good
S.5	5	6	5	16	Excellent
S.6	5	5	5	15	Very good
S.7	6	5	5	16	Excellent
S.8	6	5	5	16	Excellent
S.9	5	5	4	14	Very good
S.10	6	6	5	17	Excellent
Grand Total	55	52	48	155	
Average	5.5	5.2	4.8	15.5	Very good

Clarification:

1. Column 1 shows the students number (1-10)
2. Column 2-4 shows the aspects of speaking (SG, SV, SP)
3. Column 5 shows the total score of the whole aspects. For example:

Student 1: score of grammar (6) + score of vocabulary (5) + score of pronunciation (5) = 16

So the total score of students 1 is 16.

4. Column 6 shows the students' ability level. The table shows the total score of the whole students of grammar **55**, vocabulary is **52** and pronunciation is **48**.

The class average of grammar is $\frac{55}{10} = 5.5$, vocabulary is $\frac{52}{10} = 5.2$, and pronunciation is $\frac{48}{10} = 4.8$

The class average is derived from:

$$\frac{\text{grand total}}{\text{total of respondent}} = \frac{155}{10} = 15.5 \text{ (Very good)}. \text{ So the level of student speaking}$$

ability is **Very good**.

The average score of students' speaking ability is **(15.5)**, it means that the ability level of students is **Very good**. Although the score of students shows their ability level is in **Very good**, there were the areas of difficulties faced by students in their speaking. It can be seen from the average score of each aspects of speaking ability below. Based on the result of the study, the level of ability of each element follows: the grand score of grammar is **55**, and the average is **5.5**. The grand score of vocabulary is **52** and the average is **5.2**. The grand score of pronunciation is **48** and the average is **4.8**.

So, the areas of difficulties faced by students in their speaking were grammar, vocabulary, and pronunciation. But, the most difficult area of speaking was in **pronunciation**