

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter the writer would like to present the implementation of classroom action research in teaching speaking skill through Prepared Talk, data analysis, and the discussion. These data are presented in order to answer the problems of this study.

4.1 The Implementation of Prepared Talk to Improve Speaking Skill of the Eighth Grade Students of SMPK Saint Joseph Kupang in the School Year 2017/2018.

In the implementation of Prepared Talk the researcher divided three meetings, the first meeting was Pre-Cycle. The second meeting is cycle one and the third meeting was cycle two to teach student about topic being presented.

4.1.1 Pre-Cycle (20th March, 2018)

Planning

In the first time the researcher entered the class and greeted students nicely. The researcher asked to pray and after that the researcher took the absence of the students and greeted them warmly. In this pre-cycle the researcher didn't explain about Prepared Talk and the procedures of Prepared Talk but the researcher only explained about descriptive text and gave the example of descriptive text.

Then the researcher made the pre test. In this pre-test students were asked to make presentation in front of the class based on the topic given by the researcher. (The result of the Pre- Test analysis is presented in data analysis section).

Acting

The researcher explained about descriptive text and gave the example of descriptive text on a topic but the researcher didn't explain about Prepared Talk and about the procedures of it is. After explaining, the students were given 5 topics and each student chose one of the topics. Then without applying prepared talk technique, the researcher asked the students to present their presentation of the topic chosen in front of the class. While they were presenting, the researcher recorded their speaking. Finally the researcher gave reinforcement and made conclusion. Then before class ended, the researcher asked students to pray. The differentiation between pre-cycle and next two cycles next are on preparation process. In pre-cycle after choosing the topic, students were not given 30 minutes to prepare their ideas before making presentation and it is called Prepared Talk and after presenting there is feedback between one student and some other students.

Observing

In this part the researcher asked English teacher observing the learning process when the researcher was teaching. The research was observed in three steps of teaching process, they are; opening activities, main activities and closing activities. Opening activities consisted of greetings, praying, checking students' attendance, conditioning the class, telling to the students about the topics that will be learned and telling about the learning objectives. While main activities consisted of explaining about material, how to make descriptive text of a topic, giving five topics to the students, asking them to choose one of the topics after choosing the topic and asking them to present the topic without preparation or without prepared talk technique. While closing activities consisted of asking students' difficulties in

making presentation on descriptive text of their topic, concluding the material and closing the classroom activity. The observer also observed students' response and attitude when they were given explanation and also their speaking skill when they were doing the presentation in front of the class.

Reflecting

Based on the result of observing, the researcher had done well in opening activities, while in main activities the research explained the material fast so the students found it difficult to understand. In closing activity, the researcher forgot to ask the difficulties that were gotten by students when they presented the topic. Most of students were nervous when they made presentation of a topic chosen in front of the class. The students were afraid to ask the researcher when they were confused and they were not enthusiastic in following the lesson, and the last they were bored when the researcher explained about the material. In pre-cycle, students could not do the presentation well because there was no time given to prepare their ideas before making presentation about the topic chosen. So, the researcher decided to teach students about descriptive text of a topic through prepared talk in the cycle one and cycle two.

4.1.2 Cycle I (21st March, 2018)

In this cycle the researcher used Prepared Talk on descriptive text of a topic in order to improve students speaking skill. At the time the researcher entered the class, the student's motivation was rather high then before. In this cycle there were four steps; planning, acting, observing and reflecting.

Planning

In this step the researcher prepared some important matters to support this research, so that it could be done well. The researcher prepared lesson plan about descriptive text through prepared talk as the guidance for the researcher in teaching and learning process. Besides, the researcher prepared observation sheet, the material that would be distributed to the students and recording media to record students' speaking when they were making presentation.

Acting

In this first cycle the writer applied Prepared Talk as a technique to make descriptive text of a topic. As acting, the researcher opened the teaching and learning process by greeting students, praying and checking their attendance. Then the researcher gave them warming up by giving them a song related to the material. After giving song the researcher asked someone to come in front of the class and the researcher asked the students to describe directly about what does the man look like?, the researcher saw that the some of students were enthusiastic to describe about their friend but some of them not. After that, the researcher gave brainstorming by asking students some questions related to descriptive text and prepared talk such as "class, can you guess what we are going to learn today? Then the all of students answered the right question. After that, the researcher asked some questions again "Have you ever learned about descriptive text? What is descriptive text? Have you ever made a presentation about descriptive text through prepared talk? What do you know about prepared talk?" Some students answered but some of them didn't answer. The researcher saw the students confused to understand about making descriptive text through prepared talk. Then the

researcher told the topic of this cycle is “descriptive text of a topic through prepared talk” and distributed the material to the students.

The researcher began to apply the treatment for the students. Firstly, the researcher explained about prepared talk and all procedures related to prepared talk. Then she explained about how to prepare the idea of a topic and gave the example of making descriptive text of a topic through prepared talk. Besides, she explained little about the aspects of speaking that they have to fulfill when they were making presentation and she gave the treatment for students’ pronunciation, grammar, vocabulary, and fluency. After that the researcher gave a test to students speaking skill by giving five topics and asked them to choose one of the topics that interesting for them. Then they were given 30 minutes to prepare their ideas to the topic chosen. During their preparation in 30 minutes the researcher helped them when they found difficulties. Those five topics were the same with the five topics that given in the pre-cycle. After 30 minutes for their preparation, the researcher asked them made monologue presentation in front of the class during 5 minutes for each student and she recorded students’ speaking. After presenting their topic, there was feedback between the presenter and listener but before giving them chance to ask and answer the question, if there were many errors that had been produced by the students in speaking, the researcher tried to improve the student’s wrong pronunciation, vocabulary and ungrammatical sentences. Therefore, they could know the errors that they produce. After presenting, the researcher asked students’ difficulties in preparing their ideas and making descriptive text. The activity of this cycle was ended by making reinforcement and conclusion.

Observing:

The observer observed teaching and learning process when the researcher was teaching. The researcher was observed in three major steps of teaching, they are: opening activities, main activities, and closing activities. Opening activities consist of greeting, Praying, checking students' attendance, conditioning the class by giving the song related to material to the students, telling to the students about the topic that will be learned and telling the learning objectives. While in main activities; in this activity, the researcher taught how to make descriptive text of a topic through prepared talk after that, she gave five topics to the students and asked them to choose one of some topic that interested for them. After choosing the topic, students prepared their ideas in 30 minutes then she asked students to present their ideas in front of the class one by one in 5 minutes. After presenting, there is answer and question between the presenter and the listener. While closing activities are; the researcher asked students' difficulties in making descriptive text through prepared talk, then she concluded the material and closed the classroom activity. The observer also observed students' response and attitude when they were given explanation and also their speaking skill when they were doing the presentation in front of the class.

Reflecting:

Based on the outcome of observing, the researcher had done very well in opening activities. While in main activities especially in the section of treatment, the researcher gave general treatment about their pronunciation, grammar, vocabulary, and fluency. The researcher gave the treatment after presenting to each student about those speaking aspects if they made errors in four aspects of

speaking. So, the researcher would have made the treatment to each student about about all speaking aspects while they were preparing their ideas in the next cycle. The students were more enthusiastic but some of them were still confused in understanding the researcher's explanation. Most of the students were courage to speak but some of them were still nervous when they made presentation of a topic chosen in front of the class. Based on post-test result of this cycle, students showed their progress in speaking although they still had some weakness.

They still produced many errors in pronounciaton, grammar was frequent errors. Vocabulary sometimes was innacurate fluency sometimes was jerky and occasionally hesitant caused by reprashing and groping for words. So, the researcher, decided to continue the material that is about descriptive text of a topic through prepared talk in cycle two. The analysis of post-Test will be presented in the data analysis section.

1.1.3 Cycle 2 (22nd March, 2018)

In this second cycle the researcher continued uses Prepared Talk on the desciptive text of a topic in order to improve students speaking skill. In this second cycle there were four steps; planning, acting observing and reflecting.

Planning:

In the last cycle of this research, the researcher prepared some important matters as in cycle one to support this research, so that it could be done well. The researcher prepared lesson plan as the guidance for the researcher in teaching and learning process, present list and the instrument of post test, observation sheet, and recording media to record students' speaking when they were making monologue presentation.

Acting:

After analyzing the result of the first cycle, there were some weaknesses that the researcher found in first cycle, in this cycle, the researcher tried to solve the problems in first cycle. Then, the researcher decided to teach once more to about “descriptive text of a topic through prepared talk”. In this step the researcher started by greeting the students, praying and checking their attendance. After checking attendance, the researcher gave warming up to them by giving them game that related to material. So, they could be enthusiastic in following the class and the researcher also gave motivation for them, so they had selfconfidence when they presented their topic in front of class. After that, the researcher gave brainstorming by asking students some questions related to descriptive text and prepared talk such as; “Have you ever made a presentation about descriptive text through prepared talk? What do you know about prepared talk? Students were enthusiasm to answer it. Then the researcher explained about prepared talk and all procedures related to prepared talk. Then she explained about descriptive text and gave the example of making descriptive text of a topic through prepared talk. After that, the researcher also gave the chance to the students to ask if they didn’t understand to the explanation but there was no question.

Then the researcher gave 5 topics but the topics that were given were not the same as in the pre-cycle and in the cycle one before. Then, the researcher asked them to choose one of the topics that interesting for them. They prepared their ideas to the topic chosen in 30 minutes and during their preparation, the researcher gave the treatment to their pronunciation, grammar, and vocabulary.

After the preparation, the researcher asked each student to make individual presentation of their ideas in front of the class during 5 minutes and she recorded students' speaking. After presenting, there was answer and question between the presenter and listener. The class was ended by making reinforcement and conclusion.

Observing:

The observer still observed teaching and learning process when the researcher was teaching. The researcher was observed in three major steps of teaching, they are: opening activities, main activities, and closing activities. Opening activities consist of greeting, praying, checking students' attendance, conditioning the class by giving them game, telling to the students about the topic that will be learned and telling the learning objectives. While in main activities in this cycle were the same with cycle one before; the researcher continue how to make descriptive text of a topic through prepared talk after that, she gave five topics to the students and asked them to choose one of some topic that interested for them. After choosing the topic, students prepared their ideas in 30 minutes then she asked students to present their ideas in front of the class one by one in 5 minutes. After presenting, there is answer and question between the presenter and the listener. After presenting if the researcher found there were some errors that was produced by the students, then the researcher improved the errors that were omitted by students. So, they could know how to produce the words, how to use the appropriate word and how to arrange a grammatical sentences. While closing activities are; the researcher asked students' difficulties in making descriptive text through prepared talk, then she concluded the material and closed the classroom

activity. The observer also observed students' response and attitude when they were given explanation and also their speaking skill when they were doing the presentation in front of the class.

Reflecting:

Based on the result of observing, the researcher had done very well all activities included in those three major steps of teaching. In this activities especially in the section of treatment, the researcher gave the treatment to each student about their pronunciation, grammar and vocabulary when they were preparing their ideas. The students more active and enthusiastic and they were courage to speak when they made individual presentation of a topic chosen in front of the class. They were not nervous anymore. Not only that but also by giving the chance for students to answer and ask question question can enhance their idea and selfconfidence to speak up. Based on the post-Test result of this cycle, students were good in speaking. So, the researcher decided not to continue the next cycle. The analysis of this post test will be presented in the data analysis section.

4.2 Data Analysis

4. 2. 1 Analysis of Pre- Test and Post-Test

4. 2. 1. 1 Pre-Test

In this pre-Test there were 10 students who had chosen randomly from 28 students of class C of the eighth grade. The researcher gave 5 topics to the students and asked them chose one of the topics that is interesting for them. Then without preparation they presented their ideas about the topic chosen in front of the class in five minutes for each student.

The following is the analysis of students speaking from the aspects of pronunciation, grammar, vocabulary, and fluency.

Student 1

Pronunciation

The student 1 produced some errors in his pronunciation, apparent errors in grammar, vocabulary and required concentrate listening. For example:

- a. Moderator [mederator], the correct pronunciation is [madə'reitər]
- b. pension [pensiun], it should be "[pensyən]"
- c. Vice [wais], it should be "[vais]"
- d. Thirteen [tirti] it should be "[thər'tien]"

Based on her presentation, student 1 had marked "foreign accent" and occasional mispronunciation which did not interfere with understanding. In this aspect, students 1 got score 4.

Grammar

Student 1 in her presentation based on the topic chosen made "constant errors showing control of very few major patterns and frequently preventing communication". It means that there were many errors in grammar during his explanation, but so far the listener could understand. Some errors like:

- a. "My father name Jhon Kameli". It should be "My father's name is Jhon Kameli".
- b. "He..... fifty seven years old now". This sentence should be "He is fifty seven years old now".

- c. “But now he was pension already”. This sentence should be “But now he is already retired ”.
- d. “I have a brothers and a sister”. This sentence should be “I have a brother and a sister.”
- e. “He is little name is loys.....He is a students of ini.....e...sorry Flores university. This sentence should be “His little name is Louis. He is a student of Flores University.
- f. “My sister is name is Yuni Kameli and He is a student of STAKN”. It should put appostrophe in first sentence and subject pronoun of second sentence should be changed becoming “She”. It should be “My sister’s name is Yuni Kameli and she is a student of STAKN”.
- g. “They angry for me”. She did not use to be “are”. It should be “They are angry at me”

In this aspect student 1 got score 2.

Vocabulary

From her presentation, student 1 had limited vocabulary to basic personal, he just explained very simple and very short because of vocabulary limitation. The following are some wrong vocabularies:

- a. “Little name”. It should be “nick name”.
- b. “A moderator vice of Sinode Gemit”. The phrase should be “A vice moderator of Sinode Gemit”.

From the explanation above, student 1 got score 3.

Fluency

The speech of student 1 was frequently hesitant and jerky. He repeated the same words in several times. For example; “I want to describe about my family...ini a. I want to describe about my family. “My father name Jhon Kameli. His little name is Jhon. He..... fifty seven years old. My mother’s name is Walmince Kameli Male. Her job is minister but now she is.....a moderator vice of Sinode Gemit.e My bra....My brother’s name is Louis Kameli. He is little name is Louis. He is a students of ...ini...a Flores University. And me.....a my full name is Sarah Getruida Adolfina Kameli. I am.....thirteen years old. So in this aspect student 1 got score 3.

The following table is the total score of student 1:

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	2	3	3	12

The total score of student 1 is **12**, so her speaking is in **intermediate level**.

Student 2

Pronunciation

In her presentation students 2 had marked “foreign accent” and occasional mispronunciation which did not interfere with understanding. There were some words pronounced incorrectly:

- a. Brown [bron], the correct pronunciation is [brawn]

- b. Curly hair [karlei her] the correct pronunciation is ['kerlie haər]
- c. Motivator [motivator], the correct pronunciation is ['mowtəveitər]

In this aspect students 2 got score 4.

Grammar

In the aspect of grammar, student 2 in her presentation based on the topic chosen made “constant errors showing control of very few major patterns and frequently preventing communication”. It means that there were many errors in grammar during his explanation, but so far the listener could understand. Some errors like

- a. My mom has so beautiful”. Actually what she meant was “my mom is so beautiful ‘has’ should be changed by ‘is’. The correct sentence is “My mom is so beautiful”.
- b. “Not only that my Mom is good attitude, kind and very motherly”. The correct sentence should be “not only that but also my Mom has good attitude. She is very kind and motherly.
- c. “And I love she so much. The correct sentence should be “And I love her so much”.

In this aspect student 2 got score 2

Vocabulary

Student 2 applied limited vocabulary to basic personal. She just explained very simple and very short because of vocabulary imitation.” such as;

- a. “She is motherly”. It should be “she has motherhood”

In this vocabulary aspect, student 2 got score 3.

Fluency

Based on the point of fluency, the speech of student 2 was frequently hesitant and jerky. She repeated some words many times. For example:

- a. “My mom...., my mom....is. My mom has so beautiful.
- b. “But not only that....not only that my Mom is good attitude, kind and very motherly.

In the aspect of fluency, student 2 got score 2.

The following table is the total score of student 2:

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	2	3	2	11

The total score of student 2 is **11**, so her speaking is in **intermediate level**.

Student 3

Pronunciation

In her speech of the presentation, student 3 applied “foreign accent” and occasional mispronunciation which did not interfere with understanding. There were some words that were pronounced incorrectly, for example she produced:

- a. Lecturer [lekcer], the correct pronunciation is [ˈlekcərər].
- a. She goes [gan] to work at Undana University, the correct pronunciation is “She goes [gəʊz] to work at Undana University.

For the aspect pronunciation student 3 got score 4.

Grammar

Student 3 made occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding. There were some errors appearing occasionally but it didn't interfere the listeners' understanding. For example:

- a. "Her's name is Nofianti Yuliana Kasmeta". This sentence should be "Her name is Nofianti Yuliana Kasmeta".
- b. "She is born on November 30, 1984". It should be "She was born on November 30,1984.
- c. "She is long straigh hair, white skin and beautiful face". It should be "she has got long straigh hair".
- d. "She gone to work at Undana University". It should be "She goes to work at Undana University.
- e. "She is one of my motivaior in my life". It should be "She is one of my motivators in my life".
- f. "She always tolds me that you must be better person in your life'. It should be "She always tells me that you must be a better person in yourlife.
- g. "She is very friend and I love she so much" The first sentence should be changed with adjective and the second sentence must be changed with object pronoun. It should be "She is very friendly and I love her so much".

In this aspect, student 3 got score 2.

Vocabulary

Student 3 had limited vocabulary to her personaly. The words were simple and easier to her speaking and choice of words sometimes was inaccurate. For

example; “I like she so much”. This sentence should be “I like her so much”. So in this aspect student 3 got score 3.

Fluency

Based on the aspect of fluency, student’s 3 speech could be described as effortless and smooth, but perceptibly non-native in speech and evenness. For example:

- a. “She.....gone to work....a ..at Undana University”. This sentence should be “She goes to work in Undana University”.

Based on the explanation above, student 3 got score 5.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	2	3	5	14

The total score of student 3 is **14**, so her speaking is in **advanced level**.

Student 4

Pronunciation

Student 4 had frequent gross errors and a very heavy accent causing understanding to be difficult, requiring frequent repetition. It means that he made many errors in producing the words even though the words were simple and it caused the listeners to find difficulty to understand. For example:

- a. “Favorite [favorit]”, it should be produced [fevərit].
- b. “Famous [famas]”, it should be produced [‘feiməs]
- c. “Actor [aktor]” it should be produced [‘æktor]
- d. “Music [musik]”, the correct pronunciation is [‘myuwzik].
- e. “piano [piano], the correct pronunciation is [pi’ænow]

- f. “guitar [gitar], the correct pronunciation is [guitar]

In this aspect, student 4 got score 2.

Grammar

In the grammar aspect, student 4 made frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding. There were many ungrammatical sentences in her speech even though the words were simple. The following were the errors like:

- a. “Justin Bieber my Faforite Actress”. This sentence should be “Justine Bieber is my favorite actor”.
- b. “Justine Bieber is was born.....” This sentence should be “Justine Bieber was born....”
- c. “I am really like him so much” To be of this sentence should be lost. The correct sentence should be “I really like him so much”.
- d. “He start her carrier when he was eleventh years old” This sentence should be “He started his carrier when he was eleven years old”.
- e. “He can sing, dance.....and playing music instrumet” This sentence should be “He can sing, dance and play music instrument”.

Student 4 got score 2.

Vocabulary

Based on her speech, student 4 had limited vocabulary to basic personal. She just explained very simple and very short because of vocabulary limitation.

In this aspect student 4 got score 3.

Fluency

Based on the point of fluency, the speech of student 4 was frequently hesitant and jerky. For example;

- a. “My.....my favorite a...actress is Justine Bieber.
- b. “He can sing, dance.....a.. playing music instrument, such as:drum, ...piano, guitar.
- c. “Now he is twenty.....two e...twenty four years old.
- d. “and I like.....I like him so much”.

In this aspect student 4 got score 2.

The following table is the total score of student 4

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
2	2	3	2	9

The total score of student 4 is **9**, so her speaking is in **Intermediate level**.

Student 5

Pronunciation

Student 4 had frequent gross errors and a very heavy accent causing it was difficult to understand requiring frequent repetition. It means that he made many errors in producing the words even though the words were simple and it caused the difficulty to understand. For example:

For example:

- a. “Favorite [favorit]”, it should be produced [fevərit]
- b. “She have a sharp noise [nois]” the correct pronunciation is [nowz]

- c. “January [januari]”, it should be produced [‘jaenyu’erie].
- d. “He was born [hu was]”it should be produced [Hie wəs]
- e. “Now” [nou] it should be produced [naw]
- f. “His height and weight [haik en weing]” it should be produced [hait and weit]

Student 5 got score 2 for this aspect.

Grammar

Student 5 In her speech based on the point of grammar, student 5 made “constant errors showing control of very few major patterns and frequently preventing communication”. It means that there were many errors of grammar during her speech, but so far the listener could understand. For example:

- a. “I wanna to describe about MattyB”. The corret sentence should be “I wanna describe about MattyB”
- b. “He is has a one sister and two brother”. The correct sentence should be “He has one sister and two brother brothers”.
- c. “His brother’s name is jack and Josh”. The correct sentence is “His brothers’ names are Jack and Josh”.
- d. “He have a sharp nose” the correct sentence should be “He has sharp nose”

Based on the explanation above of this aspect, student 5 got score 2.

Vocabulary

From the point of vocabulary, student 5 had limited vocabulary to basic personal.to basic personal. She just explained very simple and very short because of vocabulary limitation. For this aspect, student 5 got score 3.

Fluency

Student 5 In her presentation, the speech of student 5 was occasionally hesitant but there was not rephrasing and groping for words but she was not native in speech.

For example:

- a. "She is.....has a one sister and two brother..."
- b. "He was born on Januari.....e...as sixth, two.... thousand and three and now he.....is fifteen years old."
- c. "She have a one sister and two brother.....ini...and I hope, and I hope oneday I can meet him".

In this aspect, student 5 got score 3.

The following table is the total score of student 5

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
2	2	3	3	10

The total score of student 5 is **10**, so her speaking is in **intermediate level**.

Student 6

Pronunciation

In student's 6 pronunciation, there was conspicuous mispronunciation, but would not be taken for a native speaker's. For example:

- a. "lawyer [longer]" it shuol be "[ˈlæ:jə(r)]"

In this aspect student 6 got score 5.

Grammar

From the point of grammar, in her presentation, student 6 made “consonant errors showing control of very few major patterns and frequently preventing communication”. For example:

- a. “I think she is a very talented” the correct sentence should be “I think she is very talented”.
- b. “She have done a one movie” the correct sentence should be “She has done one movie”
- c. “ she is...she has her many greater”. The correct sentence should be “she is great”.
- d. “Her father and her mother is a lawyer” the correct sentence should be “Her father and her mother are lawyers.
- e. “She is ever play in Beauty and the Bee” it should be “She played in Beauty and the Bee”.

In this aspect, students 6 got 2.

Vocabulary

Student 6, in her speech, sometimes chose inaccurate words and limitation of vocabulary prevent discussion of some common profesional and social topic. She used some inaccurate vocabularies. For example:

- a. “Her mother ..a, I know her mother name a but I know her mother and her father job. This sentence was incomplete and uncler because she used connective conjunction ‘But’. ‘But’ Connects the different sentence and it made the listener confused. It should be “I don’t know her mother’s and her father’s names but I know her mother’s and her father’s job.

- b. “In that movie, she is she has many greater. She is very smart but a little bit arrogant”, this should be “In that movie, she is great. She is very smart but a little bit arrogant”.

In this aspect, student 6 got score 3.

Fluency

From his presentation based on point of fluency, student’s 5 speech was “so halting and fragmentary that conversation is virtually impossible”. He always repeated same words to continue the sentences and sometimes the sentences were uncompleted. For example:

- a. “I have my favorite actress.....a..her name....her complete name.
- b. “I think she is a very talented actress.....a.....,she have done one movie that I very very like that is harry Potter”.
- c. “In that movie.....she is.....a she....has her many greater. In that movie she is very smart.....a..... ini apa yah.....ini..yeah arrogant...arrogant”.

In this aspect, student 6 got score 2.

The following table is the total score of student 6

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	2	3	2	12

The total score of student 6 is **12**, so her speaking is in **intermediate level**.

Student 7

Pronunciation

Based on his oral description, he was in “marked foreign accent and occasional mispronunciations which do not interfere with understanding” it means that he made some mispronunciation but overall the listener understood it easily.

For example:

- a. Favorite [favorit], it should be produced [fevərit].
- b. World [word], the correct pronunciation is [wɜ:lɪd].
- c. Great [grit] it should be produced [greit].
- d. Sons [soun] it should be pronounced [sʌns]
- e. Become [bikom] it should be pronounced [bi'kʌm]
- f. Akademik [akademik] it should be produced ['æəkə'demik]

In this aspect, student 7 got score 3.

Grammar

From the point grammar, student 7 in his presentation based on the topic chosen made “constant errors showing control of very few major patterns and frequently preventing communication”. It means that there were many errors in grammar during his explanation, but so far the listener could understand. Some errors such as:

- a. “and Messi most a best player in the world” He did not use to be ‘is’ and he used double superlative degree in a sentence”. It should be “and Messi is the best player in the world”.

- b. "Messi have a wives but I don't know his name but I just know she sons name".
The correct sentence is "Messi has a wife but I don't know her name. I just know his sons' names".
- c. "Now he is a one of player best in that team in the world at FC Barcelona" The correct sentence should be "Now he is one of the best players in the world in FC Barcelona's team".
- d. "He has three son. Their name is Tiagomessy, Matthew Messi and Chiro Messi"
The correct sentence should be "He has three sons. Their names are Tiagomessi, Matthew Messi and Chiro Messi".
- e. "I think there is I can describes about Leornado Messi". The correct sentence should be "I think that I can describe about Leornado Messi".

In this aspect, student 7 got score 2.

Vocabulary

Based on her speech, student 7 had limitation of vocabulary preventing discussion of common professional and social topic. He didn't have enough vocabulary to present his idea about the topic longer but he produced only some sentences. For example:

- a. He....is a good play...player.
- b. "I thik there is I can describes about Leonardo Messi". He used inappropriate word like "There is" it should be changed with word "That".

Because of that, for this aspect student 7 got score 3.

Fluency

In his presentation, student 7 made the speech that was jerky, very slowly and uneven except from short or routine. For example:

- a. “Massy have a wives. I am so sorry.....wife...but I don’t know his name”.
- b. “He is good play.....player”
- c. “Messi.....Messi....become a best football player in the world from Academic Lamasia and now.....he a one of player best in that team in the world at FC Barcelona.....and.....his notional.....his na...nasionallity is Argentina.

In this aspect, student 7 got score 2.

The following table is the total score of student 7

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
3	2	3	2	10

The total score of student 7 is **10**, so his speaking is in **intermediate level**.

Student 8

Pronunciation

Student 8 made his speech of the presentation that was quite well normal. So, the listener could understand what he delivered. There was no conspicuous mispronunciation, but would not be taken for a native speaker.

In this aspect, student 8 got score 5.

Grammar

Based on the point of grammar student 8 in his presentation, student 8 made more than two errors during the speech. He was able to construct the sentence grammatically. But he still made error such as; “I have a brother. He is a kindly person. The correct sentence should be “I have a brother. He is a kind person”.

Student 8 got score 5.

Vocabulary

In his speech, student 8 had precise vocabulary and adequate in discussing complex practical problems or social problems. Such as; “He is a kindly”.

Based on the above explanation, student 8 got score 5.

Fluency

In his presentation, the speech of student 8 was occasionally hesitant with some evenness caused by rephrasing. But he was not a native in speech. For example;

a. “Hi, Good morning,.....sorry good afternoon”.

b. “It means like..some people told.....tell that we are twins but in real life we are different for two years. He.....is tall. He is..a kindly person and he is good at technology. So,,,a.....and also he was born in november twenty eight..... two thousand. This aspect student 8 got score 4.

The following table is the total score of student 8

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	5	5	4	19

The total score of student 8 is **19**, so his speaking skill is in **High advanced level**.

Student 9

Pronunciation

In his speech of the presentation, student 9 made “foreign accent” requiring concentrate listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. For example he produced:

- a. Today [todai], the correct pronunciation is [tə'dei].
- b. Favorite [favorit], it should be produced [fəvərit].
- c. Born [bron], the correct pronunciation is [bɜ:rn].
- d. Brown [bron], the correct pronunciation is [braun].

For this pronunciation aspect, student 9 got score 2.

Grammar

Based on the point of grammar student 9 in his presentation made “constant errors showing control of very few major patterns and frequently preventing communication”. It means that there were many errors in grammar but the listener could understand. For example:

- a. “Hello guys, today I want to I want to describe about my friend and she is Laran Talok. He is a my favorite dancer in my school and he a good friend.”. He didn't pay attention to the subject pronoun. The subject pronoun for man is He not she and the article 'a' should be delete and he did not use To be 'is'. This sentence should be “Hello guys, today I want to describe about my friend. He is Laran Talok. He is my favorite dancer in my school and he is a good friend”.
- b. “He is short and have a brown skin”. This sentence should be “He is a short and He has brown skin”.
- c. “He live in Maulafa,...He live on Maulafa and he very active.He didn't use suffix “s” for the third singular person in word “live” and he didn't use To be 'is. The sentence should be “He lives in Maulafa and he is very active.”
- d. “Now he has trouble in her head”. It should be “ Now he has trouble in his head”.

- e. “That’s all my...that’s all my describe”. This sentence should be “that’s all about my decription”.

In this aspect, student 9 got score 2.

Vocabulary

Based on his speech, student 9 had limitation of vocabulary prevent discussion of common professional and social topic. She didn’t have enough vocabulary to present his idea about the topic longer but he produced only some sentences. Because of that, for this aspect student 9 got score 3.

Fluency

From his presentation based on point of fluency, student 5 speech’s was “so halting and fragmentary that conversation is virtually impossible”. He always repeated same words to continue the sentences and sometimes the sentences uncompleted. For example:

- a. Hello guys, today..... I want to I want to describe about my friend and she is Laran Talok. He is my favorite dancer in my school and.....he a good friend. He was bron.....born in Kupang september eighteen two thousand and four.....and he have a brown skin.....He live in Mulafa. Now, he has trouble in her head”.That’s.....that’s all my describe. Thank you.

In this aspect, student 6 got score 1.

The following table is the total score of student 9

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
2	2	3	1	8

The total score of student 9 is **11**, so his speaking skill is in **intermediate level**.

Student 10

Pronunciation

Student 10 produced “foreign accent” requiring concentrate listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. For example:

- a. Life [liv], the correct pronunciation is [laif]
- b. White [weit], the correct pronunciation is [wait].
- c. Hair [her], the correct pronunciation is [heə(r)]

In this pronunciation aspect, student 10 got score 3.

Grammar

From the point of grammar, student 10 had frequent errors showing some uncontrolled major patterns and causing occasional irritation and misunderstanding. From example:

- a. “She is a wise to solve the problems” the correct sentence should be “She is wise in solving the problems”.
- b. “She always make me better if I am down”. She didn’t use suffix “s” for the third singular person in the word “make”. The correct sentence should be “She always makes me better when I’m down”
- c. “She is very kindness, friendly and I love she so much” the correct sentence should be “She is very kind, friendly and I love her so much”.

In this aspect, student 10 got score 3.

Vocabulary

In his speech, choice of words sometimes were inaccurate and limitation of vocabulary prevent discussion of some common professional and social topics. He used some inaccurate vocabularies.

In this aspect, student 10 got score 3.

Fluency

Based on the aspect of fluency, student's 10 speech was occasionally hesitant with some unevenness caused by rephrasing and grouping for words. Sometimes she was hesitant to continue the sentences and she repeated some words. For example:

- a. "My best person in my life. My bestperson in my life is....my Mom."
- b. He was born in Malang, on the thirty first of december nineteen eighty five"

In this aspect, student 10 got score 4.

The following table is the total score of student 10:

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
3	3	3	4	13

The total score of student 10 is **13**, so her speaking skill is in **advanced level**.

TABLE I
THE SCORE OF PRE-TEST

Students	Aspects of scoring (Pre - test)				Total Score	Final Score	Ability Level
	Pronunciation	Grammar	Vocabulary	Fluency			
S. 1	4	2	3	3	12	3	Intermediate
S. 2	4	2	3	2	11	2,75	Elementary
S. 3	4	2	3	5	14	3,5	Intermediate
S. 4	2	2	3	2	9	2,25	Elementary
S. 5	2	2	3	3	10	2,5	Elementary
S. 6	5	2	3	2	12	3	Intermediate
S. 7	3	2	3	2	10	2,5	Elementary
S. 8	5	5	5	4	19	4,75	Advanced
S. 9	2	2	3	1	8	2	Elementary
S.10	3	3	3	4	13	3,25	Intermediate
Total	34	24	32	27	118	27	Elementary
Class Average	3,4	2,4	3,2	2,7	11,8	2,7	

Remark (pre-test)

1. Column 1 shows student's number (1-10).
2. Column 2 shows student's score in the pronunciation aspect.
3. Column 3 shows student's score in the grammar aspect.
4. Column 4 shows student's score in the vocabulary aspect.
5. Column 5 shows student's score in the fluency aspect.
6. Column 6 shows the total score of the whole aspect.

Example: Student 1: Score of pronunciation: **4** + score of grammar: **2** + score of vocabulary: **3** + score of fluency: **3** = **12**. So the total score of student 1 is **12**.

7. Column 7 shows the final score of each respondent is derived from :

$$\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$$

Example: Student 1: $\frac{12}{4} = 3$ So the final score of student 1 is **3** and it is classified in **Intermediate** level of speaking ability.

8. Column 8 shows the students' ability level.

The table shows that total score of the whole students of pronunciation is **34**, grammar is **24**, vocabulary is **32** and fluency is **27**. While the total score of these five aspects of speaking is **118**.

The class average of pronunciation is $\frac{34}{10} = 3,4$, grammar is $\frac{24}{10} = 2,4$ vocabulary is $\frac{32}{10} = 3,2$ and fluency $\frac{27}{10} = 2,7$. The class average is derived from:

$$\frac{\text{total of final score}}{\text{Total respondents}} = \frac{27}{10} = 2,7(\text{Elementary}). \text{ So, the level of students speaking}$$

skill in pre-test is **Elementary**.

4.2.1.2 Post Test I

After the researcher implemented prepared talk on descriptive text of a topic, she gave the post-test in order to compare with pre test in the first meeting. Generally all the students showed their progress in speaking about descriptive text of the topic chosen. The following is the description of the students' oral production:

Student 1

Pronunciation

Based on student's one speech, there was no conspicuous mispronunciation but her speech would not be taken for a native speaker. During her speech, she only had two words mispronounced, such as:

- a. Civil [civil], it should be produced ['sivl]
- b. Because [bikaus] it should be produced [bi'koz]

In this aspect, student 1 got 5.

Grammar

Student 1 made occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. There were some errors appeared occasionally but it didn't interfere the listeners' understanding. For example:

- a. "Although sometimes they often angry to me" the correct sentence is "Although sometimes they are often angry to me".
- b. "Now I eight grade in Saint Joseph Junior High school" The correct sentence is "Now I am in eighth grade in Saint Joseph Junior High school".

- c. “When I feel down, they always helps and supports me”. She shouldn’t add suffix “s” for the plural noun in the words “help and support”. The correct sentence is “When I feel down, they always help and support me”.
- d. “He is a student in flores university”. She didn’t use article “a”, and preposition “on” should be changed with “of”. The correct sentence is “He is student of flores universit. In this aspect, student 1 got score 3.

Vocabulary

In her speech, student 1 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. Example; she produced the sentence “They always around me when I feel kind or sad”. The word “kind” was inappropriate for this context and this sentence was incomplete. It should be “They are always around me when I feel good or sad”.

In this aspect, student 1 got score 4.

Fluency

The speech of student 1 was effortless and smooth. It means that student 1 delivered her speech fluently even though her speech was not native. In this aspect, student 1 got score 5.

The following table is the total score of student 1.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	3	4	5	17

The total score of student 1 is **17**, so her speaking skill is in **high advance level**.

Student 2

Pronunciation

Based on her speech, student 7 made “foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary. For example:

- a. Build [buit], this should be produced [bild].
- b. Brown [bron] it should be produced [brawn]

In this aspect, student 2 got score 3.

Grammar

Student 2 in her speech, there was occasional errors showing imperfect control but no weaknesses that causes misunderstanding. There were some sentences ungrammatical. Example:

- a. “I know that God create him for me” the correct sentence should be “I know that God creates her for me”.
- b. “My mother always build a warm situation at our home”. She didn’t use suffix “s” for the third singular person in the word “build”. The correct sentence is “My mother always builds a warm situatin at our home”.
- c. “I love her so much and she love me too”. The correct sentence should be “I love her so much and she loves me too.

For the grammar aspect, student 2 got score 3.

Vocabulary

In her speech, student 2 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. For example: “My mother always build a

warm conditioner at our home” the correct sentence is “My mother always buids a warm situation at our home”. For this aspect, student 2 got score 4.

Fluency

The speech of student 2 was occasionally hesitant caused by rephrasing words. Sometimes she repeated the same words to continue her sentences, such as:

- a. “My best person is my mother....., my best prrson in my life is my mom”.
- b. “. Not only that...But not only that.... my Mom has Sh has.....a good...good attitude.

In this aspect, student got score 3.

The following table is the total score of student 2.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
3	4	3	3	13

The total score of student 2 is **13**, so her speaking skill is in **Advanced level**.

Student 3

Pronunciation

Based on her speech, the pronunciation was no conspicuous mispronunciation but her speech would not be taken for a native speaker. She only had some mispronunciation words such as:

- a. Goes [gos], it should be produced [gəʊz]
- b. Civil [civil] , it should be produced [ˈsɪvl]

For the aspect pronunciation student 3 got score 5.

Grammar

Student 3 made occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. There were some errors appeared occasionally but it didn't interfere the listeners' understanding. For example:

- a. "She was born on Kupang". The correct sentence is "She was born on Kupang"
- b. "I like she because she is very very beautiful and kind". She didn't use pronoun "her" as the object and he used double adverb "so and very very". The correct sentence is "I like her because she is so beautiful and kind".
- c. "She go to work...on and she go to work at Undana University". The correct sentence is "She goes to work in Undana University". In this aspect, student 3 got score 4.

Vocabulary

In her speech, student 1 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions.

In this aspect, student 3 got score 4.

Fluency

The speech of student 3 was effortless and smooth. It means that student 3 delivered his speech fluently without hesitant or jerky even though her speech was not native".

In this aspect, student 3 got score 4.

The following table is the total score of student 3:

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	4	4	4	17

The total score of student 3 is **17**, so her speaking is in **Advanced level**.

Student 4

Pronunciation

In this aspect, the speech of student 4 was “marked foreign accent” and occasional mispronunciation which do not interfere with understanding. For examples:

- a. Famous [famaus] it should be produced [‘feiməs]
- b. Wellknown [willnun], it should be produced [welnəʊn]
- c. Oval [ovel], it should be produced [‘əʊvl]
- d. JB [ja bi], it should be produced [dʒei bi]
- e. Blonde [blonde] it should be produced [bland]

In this aspect, student 4 got score 4.

Grammar

Student 4 in her presentation, there was occasional errors showing imperfect control but no weaknesses that causes misunderstanding. There were some sentences ungrammatical. Such as:

- a. “Justine Bieber start his carrier since he was elleventh years old”. “The correct sentence should be “is Justine Bieber started his carrier since he was elleven years old.”
- b. “He have many work and I like him so much”. The correct sentence should be “He has many jobs and I like him so much”.

In this aspect, student 4 got score 5.

Vocabulary

In her presentation, student 6 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. For example; she produced the sentence “He have many work and I like him so much. And if I can meet him so much. I can say hi to him and I will...I will hug him.

In this aspect, student 4 got score 3.

Fluency

Student 4 in her speech was occasionally hesitant caused by rephrasing words. Sometimes her speech was hesitant, such as;

- a. “Justine start his carrier since when.....a when...since he waw elleventh years old”.
- b. If I can meet him so much...I can say Hi...and I ...I will ...I heheheh hugh him.

Ok, that’s all, thank you.

In this aspect, student 4 got score 4.

The following table is the total score of student 4

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	5	3	4	16

The total score of student 4 is **16**, so her speaking is in **advanced level**.

Student 5

Pronunciation

Based on her speech, student 5 speech “marked foreign accent” and occasional mispronunciation which did not interfere with understanding. She still had mispronunciation on some words such as:

- a. “Live [laif]”, the correct pronunciation is [laiv].
- a. January [januari], the correct pronunciation is [djaenjuəri]
- b. Because [bikaus], the correct pronunciation is [bi'koz]

In this aspect, student 5 got score 4.

Grammar

Students 5 made frequent errors showing some major patterns uncontrolled and causing occasional irritation. For example:

- a. “Today I want to description about my favorite actor”. This sentence should be “Today I want to describe about my favorite actor”.
- b. “He have one sister and two brother”. So the correct sentence is “He has one sister and two brothers”.
- c. “He was born on January”. The correct sentence is “He was born in january”.

Based on the above explanation of this aspect, student 5 got score 4.

Vocabulary

In her presentation, student 6 had vocabulary adequate to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions.

In this aspect, student 5 got 4.

Fluency

Based on her presentation, speech was occasionally hesitant and jerky. It means that she always repeated many words. For example:

- a. “Good morning Miss, sir and all my friends.....eh....ini. Good afternoon miss, Mom, and all my friends”.
- b. “I don’t know his mother’s and his father name’s. Butbut he have one sister and two boys”
- c. “He was born on january.....”. He was born in january.”

In this aspect, student 5 got score 4.

The following table is the total score of student 5

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	4	4	4	16

The total score of student 5 is **16**, so her speaking is **Advanced level**.

Student 6

Pronunciation

Based on her speech, student 7 speech “marked foreign accent” and occasional mispronunciation which did not interfere with understanding. She still had mispronunciation on some words such as:

- a. Movie [movi], the correct pronunciation is [‘mu:vi].
- b. April [aprl], the correct pronunciation is [‘eiprl]
- c. Phenomenal [funamenal] the correct pronunciation is [fe’namml]

In this aspect, student 6 got score 4.

Grammar

Students 6 made frequent errors showing some major patterns uncontrolled

- a. “She have done one movie that I very very and very like that is Harry Potter”.

This sentence should be “She has done one movie tahat I really like, that is Harry Potter”.

- b. “I think who don’t.....who don’t know Harry Potter?” This sentence should be “I think who doesn’t know Harry Poter?”

- c. “In Harry Potter, she play as..... who smart but a little bit arrogant” This sentence should be “In Harry Potter Movie, she played as....who is smart but little bit arrogant”.

- d. “She always try to, to give her better in acting” the senteence should be “She always tries to give her best in acting.

- e. “Oneday, if I meet him, I will treat her” the correct sentence should be “oneday if I meet her, I will treat her”.

For the grammar aspect, student 6 got score 3.

Vocabulary

In her presentation, student 6 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions.

In this aspect, student 6 got score 4.

Fluency

The speech of student 6 was frequently hesitant and jerky. Sometimes she repeated the same words to continue her sentences, such as:

- a. "She have done one movie that I very... very and very like that is Harry Potter".
- b. her face is like.....a yeah yeah is like, I can say like...baby face hehehe.
- c. "He has many, many success....success....successful".
- d. "She was born in.....in London
- e. "He always try to,to give her best".

In this aspect, student 6 got score 3.

The following table is the total score of student 6.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	3	4	3	14

The total score of student 6 is **14**, so her speaking skill is in **advance level**.

Student 7

Pronunciation

Based on his speech, the pronunciation was “marked foreign accent” and occasional mispronunciation which do not interfere with understanding. He still had mispronunciation on some words such as;

- a. Son [saʊnd], the correct pronunciation should be [sʌn]
- b. Become [bikom], the correct pronunciation should be [bi'kʌm]
- c. Admire [admir] the correct pronunciation should be [əd'maɪə(r)]

In this aspect, student 7 got 4.

Grammar

In his presentation, there was frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. He produced some ungrammatical sentences. For example:

- a. “I really admire him because is my opinion is very good player”. In this sentence to be “is” before the phrase “my opinion” it should be replaced by preposition “in”. so this sentence should be “I admire him because in my opinion he is a good player”.
- b. “He always do his better to be the best”. The correct sentence is “He always does his best to be better”.
- c. I think Messi is the player of the best in the world because he has great skill and also he play in Barcelona”. He didn't use suffix “s” for the third singular person in the word “play” and the word order was inappropriate. The correct sentence is “I think Messi is the best player in the world and also he plays in Barcelona”.

d. “He is come from Argentina”. The correct sentence is “He is from Argentina or he comes from Argentina”.

In this aspect, student 7 got score 3.

Vocabulary

In his speech, student 7 had adequate vocabulary to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. Example; “He always do his better to be the best”. The correct sentence is “He always does his best to be better”.

In this aspect, student 7 got score 4.

Fluency

In his presentation, the speech of student 7 was occasionally hesitant but there was not rephrasing and gruoping for words.

In this aspect, students 7 got score 3

The following table is the total score of student 7.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	3	4	3	14

The total score of student 7 is **14**, so his speaking skill is in **advanced level**.

Student 8

Pronunciation

Based on his speech, the pronunciation was no conspicuous mispronunciation but not be taken for a native speaker. He only had mispronunciation on some words such as:

a. Technology [teknologi], it should be produced [tek'naledji].

In this aspect, student 8 got score 5.

Grammar

Student 8 had frequent gross errors and a very heavy accent causing understanding to be difficult, requiring frequent repetition. It means that he made many errors in producing the words even though the words were simple and it made the listeners difficult to understand. For example:

- a. “Now he is sit in the twelve grade”, the correct sentence is “Now he is in the twelve grade or Now he sits in twelve grade”.
- b. “If I don’t know about technology, he teach me”, the correct sentence is “If I don’t know about technology, he teaches me”.
- c. “We helping “ it should be “We help”
- d. He can do anything about technology but he can do about English” the correct answer is “He can do anything about technology but he can’t know about English”

In this aspect, student 8 got score 3.

Vocabulary

Student 8 vocabulary was only limited to basic personal area. It means that she only used simple words in order to make his presentation and sometimes the phrases inaccurate and incomplete sentence. Almost his sentences were the same with the first meeting. It means that there was no progress in vocabulary aspect.

For example:

- a. So, we ...our name actually like a twins name like Sandri and Sandro. The presenter didn’t have to use word ‘actually’, it should be delated. The correct sentence is “So, our names are like twins name, Sandi and Sandro.

b. “In this aspect, student 8 got score 4.

Fluency

Student 8 from his presentation, speech was effortless but perceptibly non native in speech. He could speak fluently but it was not as a native.

This aspect student 8 got score 5.

The following table is the total score of student 8

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	3	4	5	17

The total score of student 8 is **17**, so his speaking skill is in **Advanced level**.

Student 9

Pronunciation

Student 9 marked “foreign accent” required listening concentration and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. For example:

- a. Brown [bron] it should be produced [brawn]
- b. Humble [hembel], it should be produced [hʌmbəl].
- c. Hobbies [hobies], it should be produced [ˈhɒbiz].
- d. Active [aktiv], it should be produced [æktiv].

In this aspect student 9 got score 3.

Grammar

In his presentation, there was frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. He produced some ungrammatical sentences. For example:

- a. "He is short and have a brown skin". The correct sentence is " He is a short and he has a brown skin".
- b. "He live in Maulafa" the correct sentence is "He lives in Maulafa".
- c. "He is a very active" the correct sentence is "He is very active"
- d. "His hobbies is playing football.....a, dancing and helping many friend."
The correct sentence is "His hobbies are playing football, dancing and helping many friends".

In this aspect, student 9 got score 3.

Vocabulary

In his speech, the choice of words sometimes inaccurated and limitation of vocabulary prevented discussion of some common professional and social topic.

He used some inaccurate vocabularies.

In this aspect, student 10 got score 3.

Fluency

The speech of student 1 was frequently hesitant and jerky. He repeated the same words in several times.

- a. "He is a good friend.....humble.....and afriend a friendly".
- b. "Hishis....hobbies is playing football.....a, dancer.....sorry dancing and helping many friend".
- c. "His face is very cute and also his smile is so cute.....hehehe sorry.. Laran."

In this aspect student 9 got score 3.

The following table is the total score of student 9.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
3	3	3	3	12

The total score of student 9 is **12**, so his speaking skill is in **Intermediate level**.

Student 10

Pronunciation

Based on his speech, the pronunciation was no conspicuous mispronunciation but not be taken for a native speaker. He only had mispronunciation on some words such as:

- a. Because [bikaus], it should be produced [bi'kɑ:z].
- b. Confused [konfus], it should be produced [kən'fju:zd].

In this aspect, student 10 got 4.

Grammar

In her presentation, there was frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. She produced some ungrammatical sentences. For example:

- a. "My mother job is house wife", the correct sentence is "My mother's job is house wife".
- b. "She also wises in solving a problems" the correct sentence is "She is also wise in solving a problem"
- c. "She always support me and make me better when I am down", the correct sentence is "She always supports me and makes me better when I am down."

In this aspect, student 10 got score 3.

Vocabulary

In her speech, student 10 had vocabulary adequate to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. But her vocabulary was not as a professional presenter.

In this aspect, student 10 got score 4.

Fluency

The speech of student 10 was effortless and smooth. It means that student 10 delivered her speech fluently without hesitant or jerky even though her speech was not native. In this aspect, student 10 got score 4.

The following table is the total score of student 10.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	3	4	4	15

The total score of student 10 is **15**, so her speaking skill is in **advance**

TABLE II
THE SCORE OF POST-TEST 1

Students	Aspects of scoring (Pos – test 1)				Total Score	Final Score	Ability level
	Pronunciation	Grammar	Vocabulary	Fluency			
S.1	5	3	4	5	17	4,25	Advanced
S.2	3	3	4	3	13	3,5	Intermediate
S.3	5	4	4	4	17	4,25	Advanced
S.4	4	5	3	4	16	4	Advanced
S.5	4	4	4	4	16	4	Advanced
S.6	4	3	4	3	14	3,5	Intermediate
S.7	3	4	4	3	14	3,5	Intermediate
S.8	5	3	4	5	17	4,25	Advanced
S.9	3	3	3	3	12	3	Intermediate
S.10	4	3	4	4	15	3,75	Intermediate
Total	40	35	38	38	151	38	Intermediate
Class Average	4	3,5	3,8	3,8	15,1	3,8	

Remark (post-test 1)

9. Column 1 shows student's number (1-10).
10. Column 2 shows student's score in the pronunciation aspect.
11. Column 3 shows student's score in the grammar aspect.
12. Column 4 shows student's score in the vocabulary aspect.
13. Column 5 shows student's score in the fluency aspect.
14. Column 6 shows the total score of the whole aspect.

Example: Student 1: Score of pronunciation: **5** + score of grammar: **3** + score of vocabulary: **4** + score of fluency: **5** = **17**. So the total score of student 1 is **17**.

15. Column 7 shows the final score of each respondent is derived from :

$$\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$$

Example: Student 1: $\frac{17}{4} = 4,2$ So the final score of student 1 is **4,2** and it is classified in **Advance** level of speaking ability.

16. Column 8 shows the students' ability level.

The table shows that total score of the whole students of pronunciation is **39**, grammar is **38**, vocabulary is **39** and fluency is **38**. While the total score of these five aspects of speaking is **155**.

The class average of pronunciation is $\frac{39}{10} = 3,9$, grammar is $\frac{38}{10} = 3,8$ vocabulary is $\frac{39}{10} = 3,9$ and fluency $\frac{38}{10} = 3,8$. The class average is derived from:

$$\frac{\text{total of final score}}{\text{Total respondents}} = \frac{38,7}{10} = 3,87 \text{ (Advance)}. \text{ So, the level of students speaking skill}$$

in pre-test is **Advance**.

4.2.1.3 Post Test II

After the researcher taught students about descriptive text of a topic through prepared talk and it was ended by giving post test in the cycle one, in this second cycle the researcher taught the same material but different topics, and at the end of this meeting she gave the post-test in order to compare with the first cycle. Generally all the students showed their progress in speaking about the topic chosen. The following is the description of the students' oral production in cycle two:

Student 1

Pronunciation

Based on her speech, the pronunciation was no conspicuous mispronunciation but not be taken for a native speaker. Her pronunciation was better than before but it was not same as a native. She only had mispronunciation on some words such as:

- a. Bathroom [betroom], it should be produced ['baedrom].
- b. Bedroom [batroom], it should be produced [bedrom].
- c. Uniform [uniform], it should be produced ['ju:nifem]

In this aspect, student 1 got 5.

Grammar

Student 1 in her speech had few errors with no patterns of failure. She could construct her sentences in the correct grammar but there were some errors such as:

- a. "After tides my bed, then I went to bathroom to wash my face and my teeth.

After preposition should be follow by present participle (v-ing), the correct sentence is "After tidying my bed, then I go to bathroom to wash my face and my teeeth".

- b. "I wears the uniform" the correct sentence is "I wear the uniform".
- c. "Iam never forget to have breakfast together with my family. The correct sentence is "I never forget to have breakfast together with my family".
- d. "Then, I goes to diningroom" the correct sentence is " Then, I go to diningroom".
- e. "I arrives at school at half past six" the correct sentence is "I arrive at school at half past six".

In this aspect, student 1 got score 4.

Vocabulary

In her speech, student 1 had vocabulary precise and adequate to discuss complex practical problems or social problems.

In this aspect, student 1 got score 5.

Fluency

The speech of student 1 was effortless and smooth. It means that student 1 delivered his speech fluently without hesitant or jerky even though her speech was not native. All sentences were complete.

In this aspect, student 1 got score 5.

The following table is the total score of student 1.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	4	5	5	19

The total score of student 1 is **19**, so her speaking skill is in **high advanced**.

Student 2

Pronunciation

Based on her pronunciation, pronunciation “marked foreign accent” required concentrate listening and mispronunciation lead to occasional misunderstanding.

Her mispronunciation such as:

- a. Watch [watch], it should be pronounced [wɑtʃ].
- a. Patient [petient], it should be pronounced [ˈpeɪʃnt]
- b. Inspire [inspiri], it should be pronounced [ɪnˈspaɪə].
- c. Talkative [talaktif], it should be pronounced [ˈtɔ:kətɪv].
- d. Kind [kind], it should be pronounced [kaɪnd]
- e. Spend [spɪnd] it should be pronounced [spend]

In this aspect, student 2 got 3.

Grammar

Student 2 had occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. For example:

- a. “There is one thing from the film that could inspire me for understand more about the meaning of true love”. This sentence should be “There is one thing from the film that could inspires me for understanding more about the meaning of true love”.
- b. “The actor very handsome”. She didn’t use to be “is” for third singular person. The correct sentence is “The actor is very handsome”.

In this aspect student 2 got score 4.

Vocabulary

In her speech, student 2 had vocabulary adequate to discuss special interesting subject, general vocabulary permits discussion of any non-technical subject with some circumlocutions. Example; “Simple love not look at the dignity, irrespective of where they come from families”.

In this aspect, student 2 got score 4.

Fluency

The speech of student 2 was effortless and smooth. It means that student 2 delivered his speech fluently even though his speech was not native. There was only one sentence she repeated the same word “I’m, I’m really fancy with Nikita”.

In this aspect, student 2 got score 5.

The following table is the total score of student 7.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
3	4	4	5	16

The total score of student 2 is **16**, so her speaking skill is in **advanced level**.

Student 3

Pronunciation

Based on her speech, the pronunciation was no conspicuous mispronunciation but not be taken for a native speaker. Her pronunciation was better than before but it was not same as a native. She only had mispronunciation on some words such as:

- a. Twelve [twilve], it should be produced [twelv]

- b. Warm [warn], the word should be produced [wɔːr:m].
- c. Create [kri:ets], it should be produced [kri'eit]

In this aspect, student 3 got 5.

Grammar

Student 3 in her speech had few errors with no patterns of failure. She could construct her sentences in the correct grammar but there were some errors such as:

- a. He is students of Saint Yoseph Catholic junior high school...He is twelve years old now and he is on eight grade now”, the correct sentence should be “He is a student of Saint Yoseph Catholic Junior high school. He is twelve years old now and he is in the eighth gradenow.
- b. Eventhought he has curly hair, so I think that she is still handsome for me”. In this case, she should change the congjuction ‘to’ with ‘but’. ‘but’ here is correct because it connects two different idea. The correct sentence should be “He has curly hair but I think that she is still handsome for me”.
- c. “He always give a warm smile for every person he meet”, the correct sentence should be “He always gives a warm smile for every person who he meets”.
- f. “In this aspect, student 3 got score 3.

Vocabulary

In her speech, student 3 had vocabulary precise and adequate to discuss complex practical problems or social problems. For example: “he has curly hair, so I think that she is still handsome for me”. In this case, she should change the congjuction ‘to’ with ‘but’. ‘but’ here is correct because it connects two different idea. The correct sentence should be “he has curly hair but I think that she is still handsome for me”.

In this aspect, student 3 got score 5.

Fluency

The speech of student 3 was effortless and smooth. It means that student 8 delivered his speech fluently without hesitant or jerky even though his speech was not native. All sentences were complete.

In this aspect, student 3 got score 5.

The following table is the total score of student 3.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	3	5	5	18

The total score of student 3 is **18**, so her speaking skill is in **high advanced**.

Student 4

Pronunciation

In her speech there was no conspicuous mispronunciation but would not be taken for a native speaker. During her speech, she only had one word mispronounced “Should [sould], it should be pronounced [ʃʊd]”.

For the aspect of pronunciation student 4 got score 5.

Grammar

Student 4 in her speech, she had no more than two errors during the presentation. She only had one sentence that indicated ungrammatical “Now he move to Atletico Madrid group”. She didn’t use suffix “s” for the third singular

person in the word “move”. The correct sentence is “Now he moves to Atletico Madrid group”. So for the grammar aspect, student 4 got score 5.

Vocabulary

In her speech, student 4 had broad and precise vocabulary, general vocabulary adequate to cope with complex practical problems and varied social situation. It means that the vocabularies were appropriate to the context and made pure meaning. In this aspect, student 4 got score 4.

Fluency

Based on the aspect of fluency, the speech of student 3 was effortless and smooth but perceptibly non native in speech. It means that she delivered her speech fluently even though his speech was not same as native. In this aspect, student 4 got score 4.

The following table is the total score of student 4:

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	5	4	4	18

The total score of student 4 is **20**, so her speaking skill is in **High advanced**.

Student 5

Pronunciation

In this aspect the speech of student 5 was “marked foreign accent” and occasional mispronunciation which do not interfere with understanding. For example:

b. “Goes [gos]”, the correct pronunciation is [gəʊz].

- c. “Would [would]”, the correct pronunciation is wud].
- d. “Perform [perform], the correct pronunciation is [pə'fɔ:m].
- e. Proof [prof], the correct pronunciation is [pru:f]

In this aspect, student 5 got score 4.

Grammar

Student 5 in her speech there was no more than two errors. She could organize the sentences without any errors. She only had the error “He come from Wales”. In this sentence, she didn’t use suffix “s” for the third singular person in the word “come”. The correct sentence is “He comes from Wales”.

Based on the above explanation of this aspect, student 5 got score 5.

Vocabulary

Student 5 had vocabulary adequate to discuss special interest subject. Her vocabulary was accurate with the subject presented. For this aspect, student 5 got score 4.

Fluency

Student 5 on her presentation, speech was occasionally hesitant with some unevenness caused by rephrasing. For example: “He is my favorite football player in...in the world”. In this aspect, student 5 got score 4.

The following table is the total score of student 5

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	5	4	4	19

The total score of student 5 is **19**, so her speaking is in **High Advanced level**.

Student 6

Pronunciation

In this aspect the speech of student 6 was “marked foreign accent” and occasional mispronunciation which do not interfere with understanding. For example:

- a. “Kitchen [kitsen], the correct pronunciation is [ˈkitʃn].
- b. “Uniform [uniform], it should be produced [ˈju:nifem].
- c. “Sweep [swep], it should be produced [swi:p].
- d. Quarter [kuata], it should be produced [kwe:te(r)]

In this aspect, student 6 got score 4.

Grammar

Student 6 in her speech there was no more than two errors. She could organize the sentences without any errors. For examples:

- a. “I has breakfast with my familly”. The correct sentence is “I have breakfast with my familly”.
- b. “I am wearing my uniform”. The correct sentence should be “I wear my uniform”
- c. “ I go to school at quarter to seven o’clock and you know I go to school by bemo” the correct sentence should be “ I go to school at quarter to seven and I go by public transportation”

Based on the above explanation of this aspect, student 6 got score 4.

Vocabulary

Student 6 had vocabulary adequate to discuss special interest subject. Her vocabulary was accurate with the subject presented. For this aspect, student 6 got score 5.

Fluency

Student 5 on her presentation, speech was occasionally hesitant with some unevenness caused by rephrasing. For example:

- a. "I always get up at five o'clock.....a yeah five o'clock in the morning".
- b. "Then,,,,then I go to kitchen to help my mother to.....prepare for breakfast". For this aspect, student 6 got score 4.

The following table is the total score of student 6.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	4	5	4	17

The total score of student 6 is **17**, so her speaking is in **High Advanced level**.

Student 7

Pronunciation

In this aspect the speech of student 7 was "marked foreign accent" and occasional mispronunciation which do not interfere with understanding. For example:

- a. Choose [cosh], the correct pronunciation [tʃu:z]
- b. Become [bikom], the correct pronunciation [bi'kʌm].
- c. Patient [patient], the correct pronunciation is ['peʃnt]

In this aspect, student 7 got score 5.

Grammar

In the grammar aspect, student 7 had few errors but no pattern of failure. It means that he had no more ungrammatical sentences during the speech. But he still had few errors such as; “He move to Spanish and he play in Barcelona”. He didn’t use suffix “s” for the third singular person in the words “move and play”. The correct sentence is “He moves to Spanish and he plays in Barcelona”.

In this aspect, student 7 got score 5.

Vocabulary

Based on his speech, student 7 still had limitation of vocabulary and it could prevent discussion of common professional and social topic. Because of the limitation, he didn’t make longer presentation of the topic chosen. So in this aspect student 7 got score 3.

Fluency

Student 7 in his speech was occasionally hesitant caused by rephrasing words. Sometimes his speech was hesitant, such as; “Thanks for the chance given to me.....thanks for the chance given to me”.

In this aspect, student 7 got score 4.

The following table is the total score of student 7.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	5	3	4	17

The total score of student 7 is **17**, so his speaking is in **High advanced level**

Student 8

Pronunciation

Based on his speech, the pronunciation was no conspicuous mispronunciation but not be taken for a native speaker. His pronunciation was better than before but it was not same as a native. He only had mispronunciation on some words such as:

d. Bought [bough], it should be produced [bɑʊ].

e. Thirty [tirti], it should be produced [ˈθɜ:ti].

In this aspect, student 8 got 5.

Grammar

Student 8 in his speech had few errors with no patterns of failure. He could construct his sentences in the correct grammar but there were some errors such as:

g. “He come from Portugal”. In this sentence he didn’t use suffix “s” in the word “come” for the third singular person. The correct sentence is “He comes from Portugal”.

h. “He become the best football player in two thousand eight”. He didn’t use past form in the word “become”. The correct sentence is “He become the best football player in two thousand eight”.

In this aspect, student 8 got score 5.

Vocabulary

In his speech, student 8 had vocabulary precise and adequate to discuss complex practical problems or social problems.

In this aspect, student 8 got score 5.

Fluency

The speech of student 8 was effortless and smooth. It means that student 8 delivered his speech fluently without hesitant or jerky even though his speech was not native. All sentences were complete.

In this aspect, student 8 got score 5.

The following table is the total score of student 8.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
5	5	5	5	20

The total score of student 8 is **20**, so his speaking skill is in **high advanced**.

Student 9

Pronunciation

In his speech there were still frequent gross errors and a very heavy accent make understanding difficult and required frequent repetition. For example he pronounced:

- a. Become [bikoms], it should be pronounced [bi'kʌms].
- b. Child [kild], it should be pronounced [tʃaɪld].
- c. Try [tri], it should be pronounced [traɪ]
- d. Result [result], it should be pronounced [ri'zʌlt].
- e. Create[kreat], it should be pronounced [kri'eɪt]
- f. Build [build], it should be pronounced [bɪld]
- g. By (bi), it should be pronounced [baɪ]

h. Well [wil], it should be pronounced [wel]

In this aspect, student 9 got score 2.

Grammar

In his speech there were few errors with no patterns of failure. He had some ungrammatical sentences. Example:

- a. “He come from Portugal”. He didn’t use suffix “s” for the third singular person in the word “come”. This sentence should be “He comes from Portugal”.
- b. “He build a museum for his supporters”. He didn’t use suffix “s” for the third singular person in the word “build”.

For the grammar aspect, student 9 got score 4.

Vocabulary

His vocabulary was adequate to discuss special interest subject. Almost all his vocabularies were accurate and could be understood. In this aspect, student 9 got score 3.

Fluency

Student 9 in his speech was frequently hesitant and jerky. Sometimes she repeated the same words to continue her sentences, such as:

- a. “He is the best of football player in, in the world”.
- b. “He has many succ...successful”.
- c. “A football player must, must has good skill”.

In this aspect, student 9 got score 3.

The following table is the total score of student 9.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
2	5	3	3	14

The total score of student 9 is **15**, so his speaking skill is in **advanced level**.

Student 10

Pronunciation

In this aspect the speech of student 10 was “marked foreign accent” and occasional mispronunciation which do not interfere with understanding. For example:

- a. Feed [fids], it should be produced [fi:d]
- b. Lunch [lans], it should be produced [lʌntʃ]
- c. Poor [por], it should be produced [pʊə(r)]

In this aspect, student 10 got score 4.

Grammar

In her speech there were few errors with no patterns of failure. He had some ungrammatical sentences. Example:

- a. “I have two kitten”. She didn’t use suffix “s” for the plural noun in the word “kitten”. This sentence should be “I have two kitten”.
- b. “Pussy is the black and Kitty is the white”. The sentence should be “Pussy is black and Kitty is white”.
- c. “They both not naughty” the sentence should be “. “They both are not fierce”.

- d. “Kitty and Pussy are not have mother now” the correct sentence should be “Kitty and Pussy don’t have or Kitty and Pussy have no mother now”.

For the grammar aspect, student 10 got score 5.

Vocabulary

Her vocabulary was adequate to discuss special interest subject. Almost all her vocabularies were accurate and could be understood. For example: “They both not naughty” the word ‘naughty’ should be changed with ‘fierce’. ‘fierce’ is more suitable for this context than ‘naughty’.

In this aspect, student 10 got score 5.

Fluency

Student 10 in her speech was frequently hesitant and jerky. Sometimes she repeated the same words to continue her sentences, such as

- a. “They are.....five yeah.....five months,”.
- b. “I feed them.....a,,let me think. Yeah I feed them three times a day.
- c. “They both not.....(miss nakal in english what?) yeah they both not naughty”.
- d. “Kitty and Pussy have no..... mother now”.

In this aspect, student 10 got score 4.

The following table is the total score of student 10.

Pronunciation	Grammar	Vocabulary	Fluency	Total Scores
4	5	5	4	18

The total score of student 10 is **18**, so her speaking skill is in **High advanced level**.

TABLE III
THE SCORE OF POST-TEST 1I

Students	Aspects of scoring (Pos – test II)				Total Score	Final Score	Ability level
	Pronunciation	Grammar	Vocabulary	Fluency			
S.1	5	5	4	5	19	4,75	Advanced
S.2	3	4	4	5	16	4	Advanced
S.3	5	3	4	5	17	4,25	Advanced
S.4	5	4	4	4	15	3,75	Advanced
S.5	4	5	4	4	17	4,25	Advanced
S.6	4	4	5	4	17	4,25	Advanced
S.7	5	5	3	4	17	4,25	Advanced
S.8	5	5	5	5	20	5	High Advanced
S.9	2	5	3	3	14	3,5	Intermediate
S.10	4	5	5	4	18	4,5	Advanced
Total	42	45	41	45	170	42,5	Advanced
Class Average	4,2	4,5	4,1	4,5	17	4,25	

Remark (post-test 1I)

17. Column 1 shows student's number (1-10).
18. Column 2 shows student's score in the pronunciation aspect.
19. Column 3 shows student's score in the grammar aspect.
20. Column 4 shows student's score in the vocabulary aspect.
21. Column 5 shows student's score in the fluency aspect.
22. Column 6 shows the total score of the whole aspect.

Example: Student 1: Score of pronunciation: **5** + score of grammar: **5** + score of vocabulary: **4** + score of fluency: **5** = **19**. So the total score of student 1 is **19**.

23. Column 7 shows the final score of each respondent is derived from :

$$\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$$

Example: Student 1: $\frac{19}{4} = 4,75$ So the final score of student 1 is **5** and it is classified in **Advance** level of speaking ability.

24. Column 8 shows the students' ability level.

The table shows that total score of the whole students of pronunciation is **42**, grammar is **45**, vocabulary is **41** and fluency is **43**. While the total score of these five aspects of speaking is **170**.

The class average of pronunciation is $\frac{42}{10} = 4,2$, grammar is $\frac{45}{10} = 4,5$ vocabulary is $\frac{41}{10} = 4,1$ and fluency $\frac{43}{10} = 4,3$. The class average is derived from:

$$\frac{\text{total of final score}}{\text{Total respondents}} = \frac{42,5}{10} = 4,25(\text{Advance}). \text{ So, the level of students speaking skill}$$

in pre-test is **Advance**.

4. 2. 2 The Comparison between the Result of Pre- Test, Post- Test 1 and Post-Test 2.

a. Comparison of Scores

Based on the table of Pre-Test scoring, total of final score of the whole respondents is **27** and the class average is **2,7** $\left(\frac{\text{total of final score}}{\text{whole respondents}}\right)$. While in the post-Test 1, total of final score of the whole respondents is **3,8** and the class average is **3. 8**. Then in the post-Test 2 or in the last meeting, total of final score of the whole respondents is **42,5** and the class average is **4,25** after students made monologue presentation through prepared talk. It means that there were significant differences in scoring between the Pre- Test and Post- Test. The differences score between pre-test and post-test 1 is the class average of post-test 1 decreases the class average of pre-test = **3,8 – 2,7 = 1,1**. While the differences score between post-test 1 and post-test 2 is the class average of post-test 2 decreases the class average of post-test 1 = **4,25 – 3,8 = 1,11**. It means that the use of prepared talk is effective to improve students speaking skill.

b. The Comparison of Students' Performance

- In the pre-cycle the students were afraid and rigid in classroom interaction. Furthermore, they were reluctant to answer some questions given by the researcher. When the pre-test given the students could make monologue presentation but they had very frequent errors in all five aspects of speaking.
- In the cycle one of making monologue presentation through prepared talk all students were high motivation because they prepared first their

ideas before presenting in front of the class. When making presentation, the students showed their progress in speaking but some of them seemed afraid to speak loudly.

- In the cycle two the classroom was more conducive. The students could understand well about monologue descriptive text through prepared talk. They could prepare and organized their ideas better than before. When making the presentation, the students were convinced to speak.

4.3 Discussion

After doing some procedures in analyzing the data collected during the research, the researcher will be discussed the result of data analyzing. They are follows:

4.3.1 Pre- Test

The personal final score was got from: $\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$

Example: Student 1; $\frac{12}{4} = 3$. So the final score of student 1 is **3** and it is classified in **intermediate** level of speaking ability.

1. Student 1 got the final score : 3
2. Student 2 got the final score : 2,75
3. Student 3 got the final score : 3,5
4. Student 4 got the final score : 2,25
5. Student 5 got the final score : 2,5
6. Student 6 got the final score : 3
7. Student 7 got the final score : 2,5
8. Student 8 got the final score : 4,75
9. Student 9 got the final score : 2
10. Student 10 got the final score : 3.25

The total of collective final score of the ten students above is **27** and the class average is **2,7**. The class average is derived from: $\frac{\text{Total of final score}}{\text{Total respondents}} = \frac{27}{10} =$

2,7. Based on the standard of measurement used in judging the students' speaking, **the score of 2,7 is Elementary**.

So the students' speaking skill in pre-test is **Elementary level**.

4.3.2 Post- Test 1

The personal final score was got from: $\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$

Example: Student 1; $\frac{17}{4} = 4,25$. So the final score of student 1 is **4,25** and it is classified in **Advance** level of speaking ability.

1. Student 1 got the final score: 4,25
2. Student 2 got the final score: 3,5
3. Student 3 got the final score: 4,25
4. Student 4 got the final score : 4
5. Student 5 got the final score : 4
6. Student 6 got the final score : 3,5
7. Student 7 got the final score : 3,5
8. Student 8 got the final score : 4,25
9. Student 9 got the final score : 3
10. Student 10 got the final score : 3,75

The total of collective final score of the ten students above is **3,8** and the class average is **3, 8**. The class average is derived from: $\frac{\text{Total of final score}}{\text{Total respondents}} =$

$\frac{38}{10} = 3,8$. Based on the standard of measurement used in judging the students'

speaking, the score of **3,8 is Intermediate**.

So the students' speaking skill in post-test 1 is **Intermediate level**.

4.3.3 Post- Test 2

The personal final score was got from: $\frac{\text{Total of personal score}}{\text{Whole aspects of speaking}}$

Example: Student 1; $\frac{19}{4} = 4,75$. So the final score of student 1 is **4,75** and it is classified in **Advance** level of speaking ability.

1. Student 1 got the final score : 4,75
2. Student 2 got the final score : 4
3. Student 3 got the final score : 4,25
4. Student 4 got the final score : 3,75
5. Student 5 got the final score : 4,25
6. Student 6 got the final score : 4,25
7. Student 7 got the final score : 4,25
8. Student 8 got the final score : 5
9. Student 9 got the final score : 3,5
10. Student 10 got the final score : 4,5

The total of collective final score of the ten students above is **42,5** and the class average is **4.25** The class average is derived from: $\frac{\text{Total of final score}}{\text{Total respondents}} =$

$\frac{4,25}{10} = 4,25$. Based on the standard of measurement used in judging the students' speaking, the score of **4,25 is advance**.

So the students' speaking skill in post-test 2 is **advance level**.

Based on the the discussion above, generally students' ability in each aspect of speaking were progressed in pre-test, post test 1 and post-test 2 but some students had prevalent errors of grammar or on the other hand some students had the same errors of grammar in pre-test, post test 1 and post test 2 even the researcher had given the treatment. In grammar aspect, they didn't use suffix "s" in the same word "come" for the third singular person and also they didn't use preposition "in" in the same sentence from pre-test, post-test 1 and post-test 2. But the researcher emphasizes that the researcher really made the treatment about those all aspects of speaking during the research done. The prevalent errors of grammar made by some students happened because they didn't have wide knowledge about grammar. It was not influenced by the teaching factor of the researcher.

4.3.5. Table of Students' Speaking Score in Pre-Test, Post-Test I and Post – Test II

Students	Aspects of Speaking	Score					Final Score	Ability Level
		Score of pre-test	Score of post-test 1	Score of post-test 2	Total score	Final Score		
S. 1	Pronunciation	4	5	5	14	4, 7	Advance	
	Grammar	2	3	5	10	3, 3	Intermediate	
	Vocabulary	3	4	4	11	3,7	Advance	
	Fluency	3	5	5	13	4. 3	Advance	
Total of Final Score						16	Advance	
Average						4		
S. 2	Pronunciation	4	3	3	10	3, 3	Intermediate	
	Grammar	2	4	4	12	4. 0	Advance	
	Vocabulary	3	4	4	11	3, 7	Intermediate	
	Fluency	3	3	5	11	4, 0	Advance	
Total of Final Score						14,7	Intermediate	
Average						3, 7		
S. 3	Pronunciation	4	3	3	10	3,3	intermediate	
	Grammar	2	3	4	9	3,0	Intermediate	
	Vocabulary	3	4	4	11	3,7	intermediate	
	Fluency	2	3	5	10	3,3	intermediate	
Total of Final Score						13,3	intermediate	
Average						3,5		
S. 4	Pronunciation	2	4	5	11	3, 7	Intermediate	
	Grammar	2	5	4	11	3,7	intermediate	
	Vocabulary	3	3	4	10	3, 3	Intermediate	
	Fluency	3	4	4	11	3,7	intermediate	
Total of Final Score						14,4	Intermediate	
Average						3,6		
Students	Aspects of Speaking	Score					Final	Ability Level
		Score of	Score of	Score of	Total	Final		

		pre-test	post-test 1	post-test 2	score	Score	
S. 5	Pronunciation	2	4	4	10	3, 3	Intermediate
	Grammar	2	4	5	11	3, 7	Intermediate
	Vocabulary	3	4	4	11	3,7	intermediate
	Fluency	3	4	4	11	3, 7	Intermediate
Total of Final Score						14, 4	Intermediate
Average						3, 6	
S. 6	Pronunciation	5	4	4	13	4,3	Advance
	Grammar	2	3	4	9	3,0	Intermediate
	Vocabulary	3	4	5	12	4,0	Advance
	Fluency	2	3	4	9	3,0	Intermediate
Total of Final Score						14, 3	Intermediate
Average						3, 57	
S. 7	Pronunciation	3	4	5	12	4, 0	Advance
	Grammar	2	4	5	11	3,7	Advance
	Vocabulary	3	4	3	10	3, 3	Intermediate
	Fluency	2	3	4	9	3,0	Intermediate
Total of Final Score						14	Intermediate
Average						3, 5	
S. 8	Pronunciation	5	5	5	15	5, 0	High Advanc
	Grammar	5	3	5	13	4, 3	Advance
	Vocabulary	5	4	5	14	4, 7	Advance
	Fluency	4	5	5	14	4, 7	Advance
Total of Final Score						18, 7	Advance
Average						4,7	
Students	Aspects of Speaking	Score					Ability Level
		Score of pre-test	Score of post-test 1	Score of post-test 2	Total score	Final Score	
S. 9	Pronunciation	2	3	2	7	2,3	Elementary

	Grammar	2	3	5	10	3,3	Intermediate
	Vocabulary	3	3	4	10	3,3	Intermediate
	Fluency	2	3	3	13	4, 3	Advance
Total of Final Score						13, 2	Intermediate
Average						3. 3	
S. 10	Pronunciation	3	4	4	11	3, 6	Intermediate
	Grammar	3	3	5	11	3, 6	Intermediate
	Vocabulary	3	4	5	12	4, 0	Advance
	Fluency	4	4	4	12	4, 0	Advance
Total of Final Score						15, 2	Intermediate
Average						3, 8	
Total of Average Score of the Whole Students from Pre-Test, Post-test 1 and Post-Test 2						37, 2	Intermediate
Class Average of Pre-Test, Post-Test 1 and Post-Test 2						3, 72	

Clarification of Students' Speaking Score in Pre-Test, Post-Test 1 and Post-Test 2

1. Total score is derived from: Score of pre-test + score of post-test 1 + post-test 2 for each aspect of speaking. Example; Student 1: Score of pronunciation in pre-test is **4**, in post-test 1 is **5** and in post-test 2 is **5**. So the total score of pronunciation is **4+5+5 = 14**

2. Final score is derived from:
$$\frac{\text{Total score of each aspect}}{\text{Whole tests}}$$

Example student 1: Total score of pronunciation from pre-test, post-test 1 and post-test 2 is 14. So the final score is $\frac{14}{3} = 4,7$ and the ability level of student 1 in pronunciation aspect is **Advance**.

3. Total of final score is derived from: Final score of pronunciation + final score grammar + final score of vocabulary + final score of fluency.

Example: Student 1: Final score of pronunciation is **4,7** + final score of grammar is **3,3** + final score of vocabulary is **3,7** + final score of fluency is **4,3**. So the total of final score of student 1 is **16**.

4. Average is derived from:
$$\frac{\text{Total of final score}}{\text{Whole aspects of speaking}}$$

Example: Student 1: total of final score is **16**, So the average is $\frac{16}{4} = 4$ and it is classified as **Advance** level of speaking ability.

5. Total of average score of the whole students from pre-test, post-test 1 and post-test 2 is derived from: average score of student 1 + average score of student 2 + average score of student 3 + average score of student 4 + average score of student 5 + average score of student 6 + average score of

student 7 + average score of student 8 + average score of student 9 + average score of student 10. The average score of student 1 is **4, 0**, student 2 is **3, 7**, student 3 is **3,5**, student 4 is **3, 6**, student 5 is **3, 6**, student 6 is **3, 57**, student 7 is **3. 5**, student 8 is **4, 7**, student 9 is **3, 3** and student 10 is **3, 8**. The total of average score is **4, 0+ 3, 7 + 3,5 + 3, 6 + 3, 6 + 3, 57 + 3, 5 + 4, 7 + 3, 3 + 3, 85 = 37,2**

6. Class average is derived from: $\frac{\text{Total of average score}}{\text{Total respondents}}$

Total of average score is 37.2 and total respondents is 10. So the class average is $\frac{37,2}{10} = 3,72$. So the class average of students' speaking from pre-test, post-test 1 and post-test 2 is **3, 72** and it is classified as **intermediate** level of speaking ability.