AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN TELLING THEIRDAILY ACTIVITIES AT SMP NEGERI 16 BANDAR LAMPUNG

AThesis

Submitted as a Partial Fullfilment of the Requirements for S1-Degree

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ABSTRACT

Among the four skills of English, speaking has been the major problem faced by the learners. This research was conducted in the attempt to find out the the eighth grade students of SMPN 16 Bandar Lampung speaking ability in telling daily activities.

In order to reach that objective, the quantitative descriptive analysis research design was applied, involving twenty-eight students as the research sample. The speaking test of telling daily activity was the instruments of the research given to the participants. The data then was analyzed through the steps of scoring the students tests result based on the speaking rubric.

The result of the analysis revealed that 35% of the students belonged to the excellent criteria. Meanwhile 14% of them belonged to good criteria. Further 21% and 28% belonged to the adequate and unacceptable criteria, respectively. In addition, the result of the test was also analyzed to determine the students' speaking ability based on the five aspects of speaking; comprehension, grammar, vocabulary, pronunciation and fluency. Based on the findings of the research, several conclusions can be drawn regarding the analysis of the students' ability in telling daily activities; First, the eighth grade students' of SMPN 16 Bandar Lampung speaking ability in telling daily activity belonged to the excellent, good, adequate and unacceptable category. Second, the speaking aspects that most of the students gained high score were comprehension, vocabulary and pronunciation. Third, the speaking aspects that most of the students gained low score were grammar and fluency.

Keyword: *Students Speaking Ability, Telling Daily Activities, Descriptive Quantitative*

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ADMISSION LETTER

A thesis entitled: **"AN ANALYSIS OF STUDENT'S SPEAKING ABILITY IN TELLING THEIR DAILY ACTIVITIES AT SMPN 16 BANDAR LAMPUNG",written by: Oktaviani Dia Prastika, NPM: 1711040120, Study Program: English Education, has been successfully defended at the Thesis Defense of** the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was **held on Monday, July 25th, 2022.**

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Free Plagiarism Letter

I hereby declared that this thesis entitled "An Analysis of Students' Speaking Ability in Telling Their Daily Activities At Smp Negeri 16 Bandar Lampung" is entirely my own work and based on research. I also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles and other types of documents related to this study, which are properly recognized in footnotes and bibliographies.

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MOTTO

وَقُولُواْ لِلنَّاسِ حُسۡنٗا ٨٣

"And say kind words to other humans."

(Q.S Al Baqarah: 83)[1]

[1] Tafsir Al- Quran and Hadist, https://tafsir.learn-quran.co/id/surat-2-al-'Baqarah/ayat-83

DEDICATION

In the name of Allah SWT, because only with Allah permission and grace, this thesis can be made and completed. And with infinite gratitude and as an expression of gratitude, I dedicate this thesis to:

1. My beloved parents, Mr. Sapri and Ms. Satinem as a very great parent, grandparents who have given love, direction, knowledge, and other important things that are useful for my life that I can not possibly reply with a piece of paper.
2. To the big family of Mr. Karjo Wiyono and Ms. Sanem, thank you for all the support, prayers, help and love that have been given.
3. All the beloved lecturers, classmates and alma mater of UIN Raden Intan Lampung, which I am proud of, a place to study.

CURRICULUM VITAE

Oktaviani Dia Prastika was born on October 10, 1999 in Lumbirejo Village, Pesawaran, Lampung. Dia is the first child of Mr. Sapri and Ms. Satinem.

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Firstly, I would like to thank Allah Subhanahu Wata'ala, Dzat who only begged for help, who has given His grace and guidance, so that I can complete my final task of writing this thesis well. Secondly, prayers and greetings may always be poured out to our lord Prophet Muhammad Sallallahu Alaihi Wasallam who has always been the best source of inspiration and example for people.

A long journey has been passed to complete the writing of this thesis, not a few difficulties and obstacles experienced by the author and thanks to earnestness, hard work, motivation and helpfrom various parties, then all these difficulties provide their wisdom for the author. So on the arrangement of this thesis, with all humility, the author expresses his deepest gratitude to all those who have provided assistance, guidance, and support especially to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung and her staff, who have provided opportunities and assistance to the writer during her studies to complete this thesis well.
2. Dr. M. Muhassin, M. Hum, as the chairperson of the English Education Study Program of UIN Raden Intan Lampung, has assisted in completing this thesis.
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4. Satria Adi Pradana, M.Pd as a co-advisor, has spent a lot of time guiding, providing advice, andhelping the writer to complete this thesis.
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7. My friends in arms, all members of the Creative Class of English

Department 2017, may we all become a generation that can practice the knowledge with full dedication to the community.

8. All parties who have encouraged to the writer during the writing of this thesis.

Finally, the researcher still has errors in the preparation of the thesis. Therefore, the deepest apologies for the mistakes made by the writer and accept all forms of criticisms and suggestions forthe improvement of this thesis. This research is expected to be useful for readers and can be used as a reference for development in a better direction. The truth comes from God and the error comes from the writer. May Allah have mercy and blessing be upon all of us.

Bandar Lampung, October 2021
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CHAPTER I
INTRODUCTION

A. Confirmation of Title

Firstly, it is required to define the terms associated with the title of this thesis in order to provide an understanding and make the process of developing this thesis easier. The title of the proposal in question is An Analysis of Student Speaking Ability In Telling Their Daily Activities At Junior High School SMP Negeri 16 Bandar Lampung. There are descriptions of the understanding of some terms contained in the title of this proposal are, as follows:

1. Analysis is the process of studying or examining something in an organized way to learn more about it, or a specific study of something. In this study the writer will analyze the speaking ability of junior high school students by paying attention to the aspects that are in speaking..
2. The speaking ability of students in the research is that students are able to express their ideas verbally by paying attention to the aspects of speaking, namely students can speak using the right vocabulary, students speak with attention to the use of correct grammar, students can speak fluently, and also can speak by expressing correct pronunciation.
3. Telling daily activities In this research telling daily activities means that the students are able to tell their daily activities by using tenses simple present tense.
4. Students speaking ability in telling their daily activities: The students are able to speak about their daily activities by reconsidering the students comprehension, vocabulary, grammar, fluency, and pronunciation.

Based on this definition, what is meant by the title of this proposal is to analyze the Student Speaking Ability In Telling Their Daily Activities. In this study, the writer examined aspects

of speaking, such as: content, vocabulary, grammar, fluency, and pronunciation.

B. Background of the Problem

There have been significant changes all throughout the world as a result of globalization. When people have a great drive to achieve anything, they experience these incredible swings. When people openly share their thoughts and opinions with others, their aspirations are realized. As a result, in order to achieve their objectives, wants, and goals, individuals must develop communication skills. Communication skills are critical in today's society, and mastery of these abilities is required to achieve success in one's chosen area. In order to communicate effectively in our global environment, speaking is the most crucial of the four language skills.

Speaking is one part of the language skills used by students to verbally express their ideas and feelings in a foreign language. In speaking, students will practice communicating in various activities that can create real communication.The most important skill to master when learning a foreign or second language is speaking. Of the four primary language skills, speaking is seen as being the most important while learning a foreign or second language. Students will be evaluated mostly on their capability to speak in real-world situations.

According to Chastain, speaking is a useful talent to have. As a result, it is developed after the receptive skills of hearing comprehension and maybe reading, and it is always slightly beyond the receptive skill.[1]Derakhshan stated thatlistening, speaking, reading, and writing are the four abilities that make up English; consequently, speaking is the second skill and plays a vital part in communication. Speaking is an important component of everyday life that everyone should practice in a delicate and

[1]Chastain, K. *Developing Second Language Skills.* (Chicago: Harcourt Brace Publishers, 1998)

precise manner.[2]Speaking is one of the most difficult aspects for students to master. To make a good conversation between two or more people, a speaker must think the idea to express in good pronunciation, be aware of the grammatical, lexical, and cultural needs. According to Bygate,a certain set of communication skills must be developed in order to speak in a second language. It's no secret that spoken language differs in its usual grammatical, lexical, and discourse patterns from written language because of the conditions of its formation.[3]

Nevertheless, several reasons emerged why speaking has become one of difficult skills to learn. Rao stated that speaking in real-life situations when it is necessary is challenging for even people who have studied the language extensively since speakers must create phrases on the spot. Building sentences in a second or foreign language while first knowing grammatical structures and having a significant vocabulary are tremendously difficult for language learners.[4]Furthermore, Ahmadi and Leong remarked that verbal communication is problematic for many language learners. They regularly struggle to communicate effectively in a foreign language. They quit talking because they are having psychological problems or because they cannot find the right words or phrases.[5]

As it has been mentioned earlier, speaking facilitates someone in expressing ideas, conveying messages, telling stories and many other activities. There are many kinds of activities to promote speaking. As Kayi stated that there are various activities to encourage speaking. They are discussions, brainstorming,simulations, roleplay, information gap, interviews, storytelling, reporting,picture describing,story completion,

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[2]Derakhshan, Ali. "Developing EFL Learners' Speaking Ability Accuracy and Fluency".*English Language and Literature Studies*.(2016)

[3] Bygate, Martin. *Speaking*.(London: Oxford University Press, 1987)

[4]Rao, Parupalli Srinivas. (2019). The Importance of Speaking Skills in English Classroom.Alford Council of International English & Literature Journal(ACIELJ)

Ahmadi, Seyedeh Masoumeh &Leong, Lai-Mei. (2019). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education

playing cards, picture nar-rating, and find the differences.[6] Based on the kinds of activities above, the writer identifies that telling daily activities are included into category of reporting that report students' daily activities. Telling daily activities will require the speaker to possess the knowledge of certain tenses or sentence structure.It also will need the ability of the speaker to comprehend every sentence in order to produce the good report of the activities.

However, based on the results of interviews on March 24, 2021 that the writer conducted with the English teacher of SMP Negeri 16 Bandar Lampung, the writer found that there were several difficulties or problems found when students told their daily activities.When practicing speaking, the eighthgrade students had difficulty with pronunciation, intonation, anddifficulties in finding the appropriate vocabulary. This occurred because students did not understand the components of English, making it difficult for them to communicate effectively. Based on the previous explanation, the writer wasencouraged in conducting research on the analysis of the speaking ability of the eighth grade students of SMP Negeri 16 Bandar Lampungin telling daily activities. The writer choose eighth grade students for the reason of the fact shown in the preliminary research that the students speaking ability of that particular class were still low. It was shown from the average score of their speaking which suggested that more that 60% of them were still below the minimum criteria.

Encouraged by the facts the writer found during the process of the interview, the writer intended to analyze further the eighth grade students of SMPN 16 Bandar Lampung speaking ability. The analysis of students' speaking ability can be beneficial in many aspects. For the students, the result of the analysis can be beneficial in acknowledging the students strength and weakness in speaking, in order to find the solution and the strategies to

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Kayi, Hayriye. "Teaching Speaking: Activities to Promote Speaking in Second guage". *The Internet TESL Journal.*(2006)

maintain the strength and to fix the weakness. For the teacher, on the other hand, the result of the analysis can be beneficial for determining the appropriate teaching strategies regarding the students' speaking skills. Furthermore, for the school itself, the result of the analysis can be beneficial for deciding what aspects the school needs to provide in order to support all the activities than can be applied in improving students speaking ability.

Based on the background of the problem,this research focused on the analysis ofeighth grade students of SMPN 16 Bandar Lampung speaking ability. On the other hand, the sub focus of this research was that the writer analyzed the students speaking ability in telling their daily activities

C. Identification of the Problem

In accordance to the background of problem, the writer formulated the identification of the problem as follows:

1. The speaking ability of the eighth grade students of SMPN 16 Bandar Lampung was considered low.
2. The eighth grade students of SMPN 16 Bandar Lampung encountered some difficulties in speaking, particularly in pronunciation, intonation, anddifficulties in finding the appropriate vocabulary.
3. The analysis of the eighth grade students of SMPN 16 Bandar Lampung speaking ability was beneficial.

D. Formulation of the Problem

Considering the identification of the problem, the formulation of the problem proposed for this research was: How is the eighth grade students of SMPN 16 Bandar Lampung speaking ability in telling daily activities?

E. Objective of the Research

In accordance to the formulation of the problem above, the research objective of the research was: To find out the eight grade students of SMP Negeri 16 Bandar Lampung speaking ability in telling their daily activities.

F. Significance of the Research

There are a variety of objectivesof this research, all of which objectivesare in attempt to make positive contribution in different areas. The following are some of the contributions:

1. Theoretical Contribution
   In general, this researchwas expected to provide information and knowledge regarding the eighth grade students of SMPN 16 Bandar Lampung speaking ability.
2. Practical Contribution
   a. For students: The findings of this researchcanbe beneficial toinform the eighth gradestudents regarding their speaking ability. Thus, students may recognize their strength and weakness in speaking and apply the appropriate learning strategies that they should apply in improving their speaking ability
   b. For teachers: The findings of this researchcanbe beneficial to inform the teachers regarding the students' speaking ability. Thus, teacher may be able to set the appropriate teaching techniques than can be applied in teaching speaking skills to improve the students' speaking ability.
   c. For other researchers:This research canbe beneficial to inform another researcherregarding the students' speaking ability and to conduct the related research with more thorough data.

G. Previous Related Studies

Several researches have been conducted in the attempt of analyzing the students' speaking ability. The first study was the one conducted by Kurniati, Eliwartri and Novitri.[7] The result of their research which involved 27 participants of the twelfth grade students of SMK Telkom Pejanbaru revealed that The average score was 61.38, indicating that the student's speaking skill was

[7]Kurniati,Azlina., Eliwartri and Novitri."A Study on the Speaking Ability on the Second Year Students of SMK Telkom Pekanbaru".*JOM Fakultas Keguruan dan Ilmu Pendidikan.* (2015)

above average. While the students' ability to communicate their opinions was average (59.59), their ability to convey their agreement (61.84) and disagreement (60.22) was excellent. Students should practice speaking more in order to improve their knowledge of the contents, based on the study's findings. For example, the instructor could provide additional opportunities for the pupils to practice utilizing expressions of agreement or dissatisfaction, as well as practice using such phrases to start or inquire.

The second research was the one that was conducted by Sari, Ernati and Tavriyanti. The aim of this study was to describe the speaking skills of second-grade students at SMPN 10 Padang in utilizing English invitation expressions.[8] The descriptive technique was used in this study. The participants in this study were second-grade pupils at SMPN 10 Padang. There were a total of 324 students in the class. They were separated into eight groups. The sample was chosen using a basic random sampling approach. A total of 40 people were included in the sample. The information was gathered using a speaking exam. The students were instructed to perform the dialogue in pairs in front of the class by the researcher.The students' speaking skill in utilizing invitation expressions in general was strong, according to the data analysis. Evidence showed that 52.5 percent of them were proficient in using invitation expressions. In light of this finding, she suggests that English teachers examine the five components of speaking in proportion while teaching speaking, particularly in terms of pronunciation and fluency. Additionally, English teachers should give additional practice opportunities. It is advised that the pupils practice expressing their thoughts verbally in English.

[8]Sari, Gusprima.m Ernati., Tavriyanti, Lisa."An Analysis on the Second Grade Students' Speaking Ability of Using Expression of Invitation at SMPN 10 Padang".*Jurnal Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta.* (2016)

The next research was the research conducted by Hia, Herdi and Abbas.[9]This study is based on the speaking abilities of students who participated in the English Conversation Club (ECC) program during the third semester of the English Department. The goal of this study was to assess students' speaking abilities in the English Conversation Club at FKIP UNILAK Pekanbaru during the third semester. The research technique was a hybrid method in the sort of explanatory design. There were 53 students that took part in the study.He utilized two instruments in his research: a test and an interview. It utilized descriptive statistics to analyze the data. The average score of third-semester students' speaking ability was 45.42, according to the results of the research. It may be inferred that the pupils' speaking abilities were classified as failing. The Standard Deviation score was 7.02, the Variance was 49.30, and the Range was 36. It indicates that the pupils' speaking abilities were heterogeneous. According to the Z-Score, 49.06 percent of students' ability was above average, while 50.94 percent of students' ability was below average.

All the researches previously mentioned were similarly revealed the students' speaking ability in several different speaking topics with various results and conclusion. This study actualy has the same attempt of finding the students' speaking ability as well. However, the speaking topic that was employed and the population area was different.

H. Systematic of Discussion

This study displayed the discussion in several chapters. The chapters explained and described particular topics. The systematic discussions are as follows:

1. Chapter I

   Chapter I presented the introduction, which consisted of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of

[9]Hia, Rica Hiana Shinta., Herdi And Abbas, M Fadhly. "An Analysis of the Students' Speaking Ability in English Conversation Clib (EEC) Program at the 3rd Semester".*LECTURA: Jurnal Pendidikan.* (2016)

research, significant of research, previous related studies and systematic discussion.

2. Chapter II

   Chapter II contained a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this study, chapter II presents the related literature about speaking, speaking ability, telling daily activities in speaking and students' speaking ability in telling daily activities. Further, the proposed hypothesis is also presented in this chapter.

3. Chapter III

   Chapter III presented the research methodology. This chapter presents the time and place of the research, the design of the research, population and data collecting technique, the definition of operational variables, the instrument of the research, the validity and reliability of the research and the hypothesis testing.

4. Chapter IV

   Chapter IV presented research data and research findings. This chapter presents all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

5. Chapter V

   Chapter V presented the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion.

CHAPTER II
LITERATURE REVIEW & HYPOTHESIS

A. Literature Review

1. Speaking

Among the four skills of English, speaking has been the most skill with so many problems.Speaking is one part of the language skills used by students to verbally express their ideas and feelings in a foreign language. In speaking, students will practice communicating in various activities that can create real communication.The most important skill to master when learning a foreign or second language is speaking. Of the four primary language skills, speaking is seen as being the most important while learning a foreign or second language. In real-life settings, students will be assessed primarily on their ability to speak.

Cameronin Ilham et.al stated that It takes extensive knowledge of the tones, grammar, lexicon, and contextual subsystems to speak effectively. It suggests that the most useful skill in a language is speaking. As a result, speaking is a behavior that entails using language to communicate with others in a group or community in order to show that one is literate.[1]Meanwhile, Harahap et.al suggested that speaking is one of the four language skills that students must learn. It is a crucial talent since it allows someone to articulate exactly what they want to say. It is also a sign for words that are frequently communicated through conversation. As a result, if a person wants to explain all that is on their mind, they will employ this expertise. Humans use language to communicate their desires, intentions, and requirements to others. As a result, proper communication will ensure the success of interpersonal interactions.[2]

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[1]Ilham.,Bafadal, M. F., & Muslimin, M. (2020). An Analysis Of Students' Speaking Ability On Specific Purpose Of Learning. Linguistics And Elt Journal

[2] Harahap, S. S., Antoni, R., & Rasyidah, U. (2015). An Analysis On Students' Speaking Skill At Second Grade Smp 8 Rambah Hilir (Doctoral Dissertation, Universitas Pasir Pengaraian).

Furthermore, Brown in Hidayah describes speaking as a producing skill that can be explicitly and empirically examined; yet, these insights are frequently influenced by the accuracy and efficiency of a test-capacity taker's for listening, undermining the authenticity and consistency of an oral production test.[3]Speaking, according to Burns and Joyce in Gilakjani& Nasiri, is an interactive method of creating meaning that includes data production, data reception, and data processing. Its form and meaning are influenced by the context, the participants, and the intended audience. Learners use excellent pronunciation, grammar, and vocabulary, as well as the pragmatic and discourse conventions of the spoken language, to attain both transactional and interactional purposes. They also express themselves verbally, logically, eloquently, and adequately in a relevant context.[4]

In addition, According to Bashir et al., a student will find it difficult to comprehend anything until the speaker is discussing something they are observing or the language they are learning is closely related to another language they already know. Throughout comprehension exercises, the student can acquire specific lexical and structural constructions that will enable the learner absorb more in stage two, when the learner has mastered enough to converse clearly. After successfully accomplishing stage one, the student has acquired enough of the language's core building components to start making halting attempts to communicate in everyday situations.Stage one contains virtually little genuine speaking ability, save for a few words and sentences that can be developed from the comprehension challenges. The learner must rely on mastered

[3]Hidayah, R. S. Improving Students'speaking Skill Through Retelling Technique Using Movie (A Classroom Action Research At The Eight Grade Of Smp Negeri 2 Grogol In 2013/2014 Academic Year).

[4]Nasiri, Arefeh & Gilakjani, Abbas P. (2016).A Review on EFL Learners' Speaking Skill and the Strategies for Improvement.Modern Journal of Language Teaching Methods.

survival phrases to solve the most pressing needs in real-life communication circumstances.[5]

From all the theories previously explained, it can be derived that speaking is a productive skill which the objective is to express someone's idea. Speaking is also one means that someone employs in order to be able to communicate to other person.Speaking plays a crucial role in our daily lives since it allows us to engage with others and allows us to understand what they are saying. It is a collaborative procedure where participants contribute any information they may have by switching between speaking and listening turns.

According to Brown, speaking is a producing skill that can be objectively and directly examined; nevertheless, these judgments are typically influenced by a test-listening taker's skills, which compromises the authenticity and consistency of an oral production exam. Regardless on how the classroom is established, speaking in a classroom involves engagement between teachers and students or among students. Contrasting to writing and reading skills, speaking has a number of important characteristics (often referred to as written language, receptive skills). When speaking, speakers hardly ever use whole sentences, and their vocabulary is less nuanced than in written language. In addition, Brown also proposed the types of speaking as following: [6]

1. Imitative.

   The capacity to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the criteria performance may incorporate a number of prosodic, lexical, and grammatical features of language.

[5]Bashir, Marriam & Ashiq. (2011). Factors Affecting Students' English Speaking Skills. British Journal of Arts, and Social Sciences.

[6] Brown, H. Douglas. (2003). Language Assessment; Principles and Classroom Practices. Longman: San Fransisco State University.

2. Intensive.
   Short bursts of spoken language meant to demonstrate mastery of a certain set of grammatical, phrasal, lexical, or phonological links.
3. Responsive.
   Interaction and understanding testing are included in responsive, but only at the level of very brief dialogues, standard greetings and small chat, simple requests and remarks. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those responses are typically adequate and informative.
4. Interactive.
   The duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which is used to share particular information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.
5. Extensive (monologue).
   Speeches, oral representations, and narrative are examples of extensive oral production tasks in which the potential for oral participation from listeners is either severely constrained (possibly to nonverbal answers) or completely eliminated.

The knowledge of the type of speaking will be very useful in enriching someone in speaking. When one possess the ability to recognize the types of speaking, he or she will use the ability in communication. By doing so, the purpose of communication will be achieved.

2. Micro and Macro Speaking Skill

Micro and macro skills serve as a taxonomy of skills from which you will select one or several from which will become the objective of the assessment. Brown explains that a

list of speaking skill can be drawn up for the purpose to serve as a taxonomy of skills from which we will select one or several that will become the objective(s) of an assessment task. The micro and macro- skills total roughly 16 objectives to asses in speaking are described. The micro-skills, to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, fluency and phrasal units. The macro-skills imply the speaker's focus on the larger elements: accuracy, discourse, style, cohesion, nonverbal communication, and strategic option as follows:

1) Micro-skills
   a) Producing difference among English phonemes and allophonic variant.
   b) Producing chunks of language of deferent length.
   c) Producing English stress patterns, words in stressed and unstressed positions, hythmic structure and intonation contours.
   d) Producing reduced forms of words and phrases.
   e) Using an adequate number of lexical units (words) to accomplish pragmatic purposes.
   f) Producing fluent speech at different rates of delivery.
   g) Monitoring one's own oral productions and use various strategic devices-pause, fillers, self-corrections, backtracking-to enhance the clarity of the massage.
   h) Using grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms. perpustakaan.uns.ac.id digilib.uns.ac.id commit to user
   i) Producing speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
   j) Expressing a particular meaning in different grammatical form. k) Using cohesive devices in spoken discourse
2) Macro- skills
   a) Accomplishing appropriately communicative function according to situations, participants, and goals.

b) Using appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and- yielding, interrupting, and other sociolinguistics features in face to face conversations.

c) Conveying links and connections between events and communicating such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. d) Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.

e) Developing and using a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

From the previous explanation it can be concluded that the micro-skill is concerned to produce the smaller chunks of language such as phonemes, morphemes, words, collocations, fluency and phrasal units. While, the macro-skill implies the speaker's focus on the larger elements such as accuracy, discourse, style, cohesion, nonverbal communication, and strategic option.

3. Speaking Ability

Speaking ability relates to the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking ability can converse or to express the students ideas fluently with precise vocabularies and good or acceptable pronunciation. In general, one will be defined to have a good ability of speaking when he/ she possesses several competences. According to Torky, the

following sub-competences/skills are necessary to demonstrate speaking ability:[7]

1. Linguistic Competence
   Linguistic competence entails the ability to pronounce words clearly, obey grammatical rules correctly, and use a vocabulary that is relevant, adequate, and suitable.
2. Discourse Competence
   Discourse competence encompasses not only the ability to structure discourse in a clear and cohesive manner, but also the ability to manage and engage effectively in order to keep the discussion continuing.
3. Pragmatic Competence
   Pragmatic competence entails the ability to efficiently and correctly communicate a variety of functions depending on the context and register.
4. Fluency
   Fluency is defined as the ability to talk at a fair rate.

Regarding this theory, speaking ability refers to students' ability in expressing their ideas orally and appropriately in terms of linguistic, discourse, and pragmatic competence and fluency as well. It also can be concluded that speaking ability is someone skill to mix the components of speaking and express it by a adjusting it based on the appropriate circumstances in order to achieve the objective of speaking itself, that is maintaining communication.

Daily activity is a phrase that is defined as daily activities because what is being told is a days activities from morning to night. There are many kinds of activities to promote speaking. As Kayi states there are thirteen activities to promote speaking. They are discussions, role-play, simulations, information gap, brainstorm-ing, storytelling, interviews, story comple-tion, reporting, playing cards, picture

[7]Torky, Shiamaa Abd El Fattah. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of the Secondary Stage Students.A Thesis. Women's College Ain Shams University.

nar-rating, picture describing, and find the differences.[8] Based on the kinds of activities above, the writer identifies that telling daily activities are included into category of reporting that report students' daily activities.

In telling daily activities, the tenses of simple present tense is employed. The simple present tense is when you use a verb to tell about things that happen continually in the present, like every day, every week, or every month. We use the simple present tense for anything that happens often or is factual.[9]The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

Here are a few examples:

1. I go to school every day.
2. We play outside after school each day.
3. Every Monday they eat spaghetti for dinner.

In these sentences, "go," "play," and "eat" are in the simple present tense. They tell about things that happen repeatedly in the present. The simple present tense is also used with basic facts and with feelings.

For example:

1. The sky is blue.
   "Is" is in the simple present tense, since it's used to tell a fact about something.
2. I am tired.
3. They are so excited.

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[8]Ibid p.2

[9]Hays, L. (2020, July 29). *What is Simple Present Tense? - Definition & Examples*. Retrieved 07 17, 2021, from Study.com: https://study.com/academy/lesson/what-is-simple-present-tense-definition-examples.html.

"Am" and "are" are in the simple present tense and describe emotions.

Just remember, when we are using a simple present tense verb, we are describing something that continues to repeat itself in the present. There is no doubt that speaking is a very crucial component in the aspect of life. When someone has the ability in speaking, he or she can express everything in his or her mind. One of which is expressing daily activities.

4. The Students' Speaking Ability in Telling Daily Activities.

Brown claimed that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.[10]

1. Comprehension
   For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. In correlation to telling daily activities, the students are objected to comprehend the context of daily activities itself.
2. Grammar
   It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness is crucial. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. This notion, related to the skill of telling daily activities will be the students' ability to apply the underlying sentence structure in telling daily activities.
3. Vocabulary
   Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from

[10] Ibid p. 7

learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the writer concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly. In the context of telling daily activities, students are expected to be able to select the approipriate diction related to daily activities.

4. Pronunciation

   Pronunciation is the way for students‟ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the writer concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

   Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the writer concluded that another important component is fluency. Fluency means the capability of someone speaks fluently

and accurately with little using pauses like „ums‟ and „ers‟, and so on.

In relation to this study, students speaking ability measured will be in line with the theory that Brown has suggested earlier. For the comprehension, the students are expected to have the knowledge of daily activities itself, the notion of daily activities and what kind of activities that can be considered as daily activities. Further for the students' grammar, it is expected that the students have the knowledge of what kind of tenses that must be applied in talking about daily activities. This knowledge will include the sentence patterns and the use of correct verb. For the vocabulary ability on the other hand, it is expected that the students have the knowledge of the dictions related to the topic of daily activities, the more vocabularies that the students mastered the higher the ability in talking about the daily activities.

In addition, as pronunciation will also be one of the aspects to be considered in students ability in talking about daily activities, it is important that the students also master how to pronounce the words related to the topic of daily activities since clearer pronunciation will bring to the better understanding. The last but not least of the aspect is fluency. It is expected that in talking about their daily activities, students are able to describe it smoothly, in chronological order, without pauses or stops.

B. Research Hypotheses

Hypotheses is defined as an advance interpretation that is taken from the narrow indications that can be considered as the beginning of another exploration. In other words, it is the starting point of all research activities . Fraenkel Jack and Wallen stated that hypothesis is a forecast of the outcomes that likely occur from a research.[11] It is crucial that in one research to be able to construct the clearly defined hypothesis in order to get clear view

[11]Fraenkel, Jack R and Wallen, Norman E.*How to Design and Evaluate Research in Education.* (New York: McGraw-Hill Companies, 2009)

of what should be conducted in the study. Therefore, in relation to the objective of this study, the hypotheses wereformulated as null hypothesis (Ho) and the alternative hypothesis (Ha). They were as follows:

Ha : The eighth grade students of SMPN 16 speaking ability is high

Ho : The eighth grade students of SMPN 16 speaking ability is not high

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