

UNDERSTANDING STUDENTS' SPEAKING PROFICIENCY LEVEL

**(a Study at Department of English Language Education of
Ar-Raniry State Islamic University)**

THESIS

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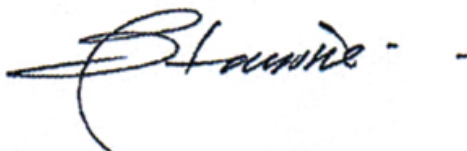
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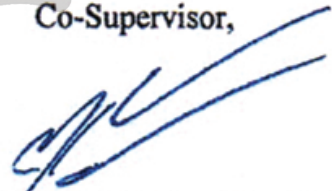
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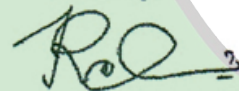
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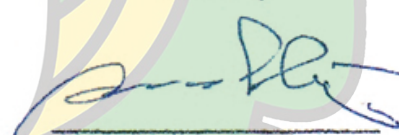
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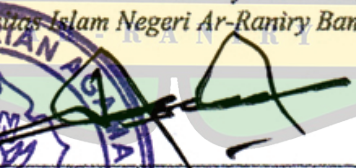


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(a Study at Department of English Language Education of Ar-Raniry State Islamic University)

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Januari 2021
Yang Menyatakan,



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I realize that this thesis would not be completed without the helps, supports, praises, contribution, motivation, and suggestion from several sides. Thus, I would like to express my deepest gratitude to all of those who had helped, supported, accompanied, suggested and prayed me during the process of writing this thesis. My appreciation goes to my supervisors, Dr. Luthfi Auni, MA and Prof. Dr. T. Zulfikar, M.Ed who have provided guidance and motivation to me until the completion of this thesis. Additionally, all of lecturers of Department of English Education who have shared and given their knowledge, experience, and dedication.

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ABSTRACT

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Thesis Title : Understanding Students' Speaking Proficiency Level (a Study at Department of English Language Education of Ar-Raniry State Islamic University)
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The purposes of this research are (1) to find out students' speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University; (2) to find out the students' speaking proficiency level in line with their academic level; and (3) to find out the factors affecting the students' speaking proficiency level. The type of this research is qualitative descriptive research. The respondents of this study are 8 students in 5th semester who had taken all speaking courses. The data in this research are collected by test and interview. The results of the research show that: (1) Students' speaking proficiency level at the Department of English Language Education of Ar-Raniry State Islamic University is at a good level, where all research respondents have a speaking proficiency level above the specified minimum standard, namely the intermediate level; (2) Students' speaking proficiency level is in line with their academic level, where all research respondents who have speaking proficiency above the intermediate level also graduate from all speaking subjects with good and satisfactory grades or academic levels (grade A and B); and (3) Factors affecting the students' speaking proficiency level include: (a) often practice English speaking skills, (b) motivation to become proficient at speaking English, (c) the environment (such as family, neighbors, friends, etc.) make a habit to speak English, (d) taking English speaking courses and joining English speaking club.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLE	vi
LIST OF APPENDICES	vii
 CHAPTER 1 INTRODUCTION	 1
A. Background of the Study	1
B. Research Questions	3
C. Research Aims	4
D. Significances of the Study	4
E. Limitation of Study	5
F. Research Terminologies	5
G. Research Gap	7
 CHAPTER 2 LITERATURE REVIEW	 12
A. Speaking	12
1. Definition of Speaking	12
2. The Function of Speaking	13
3. Components/Elements of Speaking	15
B. Proficiency Levels	19
1. Definition of Proficiency Levels	19
2. Proficiency Level by American Council on the Teaching of Foreign Languages (ACTFL)	20
C. Speaking Proficiency Level by American Council on the Teaching of Foreign Languages (ACTFL)	22
1. Distinguished Level of Speaking Proficiency	22
2. Superior Level of Speaking Proficiency	23
3. Advanced Level of Speaking Proficiency	24
4. Intermediate Level of Speaking Proficiency	28
5. Novice Level of Speaking Proficiency	32
 CHAPTER 3 RESEARCH METHODOLOGY	 35
A. Research Design	35
B. Research Participant	36
C. Technique of Data Collection	37
D. Technique of Data Analysis	39
 CHAPTER 4 FINDINGS AND DISCUSSION	 45
A. Findings	45
1. Students' Speaking Proficiency Level	45
2. The Nature of Students' Speaking Proficiency Level ...	49

3. The Factors Affecting the Students' Speaking Proficiency Level	51
B. Discussion	53
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	55
A. Conclusions	55
B. Suggestions	55
REFERENCES	57
APPENDICES	
AUTOBIOGRAPHY	



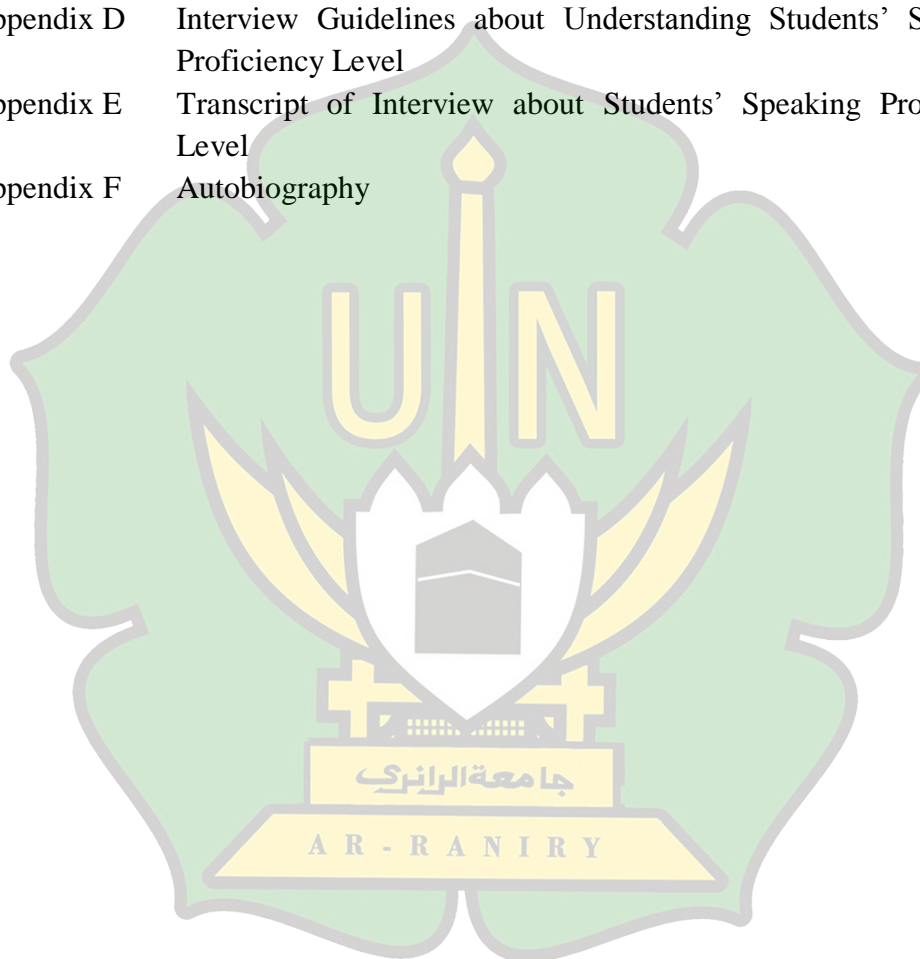
LIST OF TABLE

Table 1.1	The Result, Similarities and Differences of Relevant Previous Research	38
Table 3.1	Parts and Duration of Speaking Test Based on IELTS Format	37
Table 3.2	American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in Speaking Skill	40
Table 4.1	Students' Speaking Proficiency Level Based On the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines	46
Table 4.2	Students' Academic Level and Speaking Proficiency Level at Department of English Language Education of Ar-Raniry State Islamic University	50



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Confirmation Letter from Departement of English Language Education
Appendix C	Speaking Test for Understanding Students' Speaking Proficiency Level
Appendix D	Interview Guidelines about Understanding Students' Speaking Proficiency Level
Appendix E	Transcript of Interview about Students' Speaking Proficiency Level
Appendix F	Autobiography



CHAPTER 1

INTRODUCTION

A. Background of the Study

Every single day, all humans do interaction with the others by speaking either by their first language or the second language they used for. They speak communicatively with the others for expressing some purpose such as to give and ask some information, to tell their idea, perception, opinion, to clarify some issue, and many other activities in their life.

Speaking is a productive skill that needs active language components of vocabulary, grammar, pronunciation in order to be able to produce it. This has made it a difficult skill to master. As language learners, speaking skills are even more difficult than other skills since students have minimum exposure to the target language environment and culture (Adam, 2016).

Speaking is one way of expressing the language, besides listening, reading and writing. The most important language in the world is English. It is the most required international language of communication. It helps people from different parts of the world to communicate and understand each other. Crystal (as cited in Kunasaraphan, 2015) states that “English is the universal language used in a variety of fields for business, education, communication and entertainment” (p. 1854).

The ability to speak English is very much needed in today’s global era. Language doesn’t only act as an instrument of communication, but can also make it easier for someone to adapt in their environment and work. Everyone is required

to be able to speak English in order to compete with other nations, especially in the sector of economy, politics, business and technology. That is why the ability to speak English is one of the main requirements for everyone to compete in the era of globalization.

One of the parties who are required to be able to speak English well are the students who are studying at the English Faculty. English faculty students are educated human beings who are prepared to become professional candidates such as the teachers or lecturers, writers, editors, translators, journalists, tour guides, flight attendants/stewardess, employees in multinational companies, diplomatic staff and many other jobs. All of these professions usually require good English speaking skills. Therefore, English students are expected to always try to learn and improve their speaking skills in order to be able to compete in the working world later.

One way to determine someone's English speaking ability is to measure the proficiency level. According to Bachman (1990), "language proficiency has been used in the context of language testing to refer in general to knowledge, competence, or ability in the use of a language, irrespective of how, where, or under what conditions it has been acquired" (p. 82).

When taking an English test, a person will get a score and also get an indicator that explains the meaning of the score as the level of English proficiency, for example "beginner level", "Intermediate level", "advanced level" and so on. There are many English language institutions around the world that

create the systems for determining the level of English proficiency with various criteria for determining scores and levels.

The indicators or guidelines for measuring the level of English proficiency used in this study is ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, the ACTFL Proficiency Guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice (Swender, Conrad, & Vicars, 2012, p. 3).

In this study, the writer only focus on measuring the level of students' speaking proficiency. The objects of this study are students at the Department of English Language Education of Ar-Raniry State Islamic University, in City of Banda Aceh. Ar-Raniry State Islamic University is one of the oldest and largest colleges in Aceh Province and has a Department of English Language Education which is also one of the best English faculties in Aceh. So that the writer is interested for researching the level of speaking proficiency on students of the Department of English Language Education of Ar-Raniry State Islamic University.

B. Research Questions

Based on the background of above, the writer would like to answer the following questions:

1. How are students' speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University?

2. Is the students' speaking proficiency level in line with their academic level?
3. What are the factors affecting the students' speaking proficiency level?

C. Research Aims

Based on the research question above, the purpose of conducting this research are:

1. To find out students' speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University.
2. To find out the students' speaking proficiency level in line with their academic level.
3. To find out the factors affecting the students' speaking proficiency level.

D. Significances of the Study

The writer expects that the result of this study is expected to bring benefits and advantages for various parties. This study has two types of significances, the first is the practical significance and the second is the theoretical significance.

1. Practical Significance

- a. For the students: specially for students at English Department, as a guideline to measure their English proficiency, especially in speaking proficiency level, so that they can improve and increase it to reach a better level of speaking proficiency.
- b. For the teachers: specially for English teachers, as a guideline to measure the level of English proficiency of their students, especially in speaking

proficiency, so that it can help them to improve or increase their students to reach the better level of speaking proficiency.

- c. For the writer: as an enhancer of knowledge and insight, especially on how to measure the speaking proficiency level, as well as applying the knowledge and theories that have been learned while in college.

2. *Theoretical Significance*

Academically, this research is expected to provide theoretical benefits as a reference that will facilitate further research, especially those related to the understanding students' speaking proficiency level.

E. Limitation of Study

The research limitation or problem limitation is “to contain or limit the variables to be studied in a study with all their relationships so that the research is more focused and does not expand” (Hamdi & Bahrudin, 2012, p. 24). After conducting a literature review and examining various theoretical foundations, the writer obtained information that the language proficiency level consists of speaking, writing, listening and reading skills. The limitation of the problem in this study is that it only focuses on measuring the level of students' speaking proficiency at Department of English Language Education of Ar-Raniry State Islamic University, without having to connect or compare it with other research variables, or find out the factors affecting the students' speaking proficiency level.

F. Research Terminologies

Explanation of terminologies are needed to explain the meaning of the terms or keywords contained in the title of this study, and to avoid

misunderstanding and differences in interpretation of the research terminologies. Based on the research title, namely: “Understanding students’ speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University”, the research terminologies that need to be explained are as follows:

1. Understanding

According to Helmstad (1999), the meaning of understanding is “an organisational notion which guides one in planing, implementing, participating, performing and evaluating cognitive transactions as parents, teachers, administrators and students in education” (p. 5). Understanding that the writer means in this study is to know or to find out how are students’ speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University.

2. Student

In the Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, it is explained that the meaning of student is a member of society who seek to develop their potential through the learning process available at certain paths, levels, and types of education. Student that the writer means in this study is the college students at Department of English Language Education of Ar-Raniry State Islamic University.

3. Speaking

According to Torky (2006), “speaking is defined as the learner’s ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context” (p. 22). Speaking that the writer means in this study is the speaking skill of students at Department of English Language Education of Ar-Raniry State Islamic University.

4. Proficiency level

Proficiency level is “descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context” (Swender, et al., 2012, p. 3). Proficiency level that the writer means in this study is speaking proficiency level of students at Department of English Language Education of Ar-Raniry State Islamic University.

G. Research Gap

Research gap is “a gap of the research that comes from differences in the results of previous studies, concepts, theories, data or problems in the field, which become gaps for further research” (Ferdinand, 2016, p. 68). In the preparation of this research, the writer has reviewed several scientific papers related to the research that the writer will do. This needs to be done so that there is no repetition of the writing of the same scientific paper. After the researcher conducted a review, it turned out that several previous scientific paper were found with a theme that almost similar to this research, namely related to the keyword speaking proficiency level.

Based on some of these studies, the researcher found that there were some differences between the previous research and the research that the writer will do, both in terms of research variables, research objects, research scope and the methods used in the study. Therefore, the researcher think it is need to do more research on students' speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University. The scientific papers that the writer means can be seen in the table 1.1 below:

Table 1.1
The Result, Similarities and Differences of Relevant Privious Research

No	Researcher Name, Year and Research Title	Research Result	Similarities	Differences
1	Dwi Nurul Fajariyah, (2009), Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP N 2 Baki Sukoharjo in 2008/2009 Academic Year)	The mean score of pre-test is 4.08. This score improved to 5.31 in post-test 1 and even higher in post test 2 that is 6.05. From the qualitative data, the researcher finds that the implementation of games improve the students' speaking proficiency and the classroom situation. The research finding shows that students' speaking proficiency improved in the term of ability in: 1) answering the teacher's questions orally 2) identifying the words and grammar used in the expression 3) making sentences using appropriate grammar and vocabulary 4) expressing their idea. Besides, the classroom situation is also more alive in terms of the students' activeness in: 1) joining the activities 2) asking the teacher about their difficulties 3) discussing the task with their friend 4) increasing their motivation to learn.	Variable speaking proficiency	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place • Research time
2	Luthfia Hanum (2017), Improving English Speaking Skill Through Introductory English Videos	After doing teaching research in experimental class, the writer verified that Learning speaking English Through Introductory English videosis able to create more interesting English teaching	Variable speaking skill	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place

No	Researcher Name, Year and Research Title	Research Result	Similarities	Differences
		learning process and it helps students to improve their motivation and mastery in learning English especially on speaking skill. It is proven by the result of the pre-test and post-test. In the pre test indicates that the writer found that the mean score between the two test was different. The mean score of pre-test was 73.32 while the mean score of post-test 85.025 which means that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that that the use of English Introductory videos improved students speaking skills.		<ul style="list-style-type: none"> • Research time
3	Armasita, (2017), Improving Students' Speaking Skill in English Lesson by Using Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia	The result of this reserach showed that there was increasing of students in speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. the mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.	Variable speaking skill	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place • Research time
4	Rian Wulandari, (2014), Improving Students' Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan Grade VIII A in the Academic Year of 2013 / 2014	The research finding shows that the use of the communicative language games is effective to improve students' speaking ability. The games are accompanied with other actions such as using classroom English, applying varied themes, using adequate media, doing language form activities, giving feedback, giving rewards, doing group works and rearranging the students seating arrangement. The indicators of the success of	Variable speaking skill	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place • Research time

No	Researcher Name, Year and Research Title	Research Result	Similarities	Differences
		the implementation are that: (1) the students are more active in the speaking activities than they were; (2) the students are more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English improve. Furthermore, the findings are also supported by the means of the students' speaking score which have increased from 2.1 and 2.2 in the pre-test to 3.3 and 3.4 in the post-test.		
5	Intan Alfi, (2015), Improving The Students' Speaking Skills Through Communicative Games for The Grade VIII Students of MTs N Ngemplak	The actions brought good improvement to students' speaking skills. Their vocabulary mastery increased. They also produced less mispronunciation. The activities conducted were various and challenging for the students as well. The atmosphere in the classroom made students get involved in the activities. Moreover, communicative games made everyone in the classroom enjoy learning English. The class was more alive as the activities were carried out successfully with everyone actively participating. The improvement was proven by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pre-test scores. The mean of pre-test scores was 48.18, while the mean of post test scores was 75.6. The difference of both means was 27.42. It showed that students' speaking skills were improved.	Variable speaking skill	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place • Research time
6	Lulus Uji Pangestu, (2018), Improving Students' Speaking Performance Through Classroom Debate Technique at the Eleventh Graders of MAN 1 Metro in Academic Year 2017/2018	The result of this research showed that classroom debate technique has positive role in improving students' speaking performance at the eleventh graders of MAN 1 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 54.23 and in post test was 63.8 became 71. It means that the use of classroom debate technique can improve the	Variable speaking skill	<ul style="list-style-type: none"> • Technique of data analysis • Population and sample • Research place • Research time

No	Researcher Name, Year and Research Title	Research Result	Similarities	Differences
		students' speaking performance. It can be concluded that through classroom debate can improve the students' speaking performance at eleventh grades of MAN 1 Metro.		

Source: the Results of Literature Review (2020)



CHAPTER 2

LITERATURE REVIEW

A. Speaking

1. *Definition of Speaking*

Many people used some different ways to communication through speaking. It was caused that there were many expert proposed different ways on definition what speaking is? In general, speaking is often understood as a productive skill in communication and as often considered the basis of other skills.

Speaking is a productive skill that needs active language components of vocabulary, grammar, pronunciation in order to be able to produce it. This has made it a difficult skill to master. As language learners, speaking skills are even more difficult than other skills since students have minimum exposure to the target language environment and culture (Adam, 2016, p. 117).

Speaking in terminology has explained by many expert and authors in some book, journal, article and many more. Therefore, according to each experts' point of view, it has more than one definition. According to Torky (2006), "speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context" (p. 22). Pawlak, Klimczak, & Majer (2011) argues that "speaking is a complex skill as it synchronize listening and understanding in real time" (p. 13).

Thornbury (2005) states that "speaking is an activity in real life that is carried out by speaker to carry out his/her ideas to interact with listeners. The activities are unplanned and their countinuity is based situations" (p. 4). Cameron (2001) said that speaking is the active use of language to express meaning so that other people can

make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand.

The definition of speaking skills can be seen from two different perspectives. From a skill-building perspective, speaking is defined as a collection of micro-skills, including grammar, vocabulary and pronunciation. Then speaking from perspective of language as a whole is defined as the verbal process of meaning construction and expression. From all definitions above, it can be concluded that speaking is a skill in a language that a person has to express himself / herself orally, coherently, fluently and appropriately, it needs active language components of vocabulary, grammar and pronunciation, so the other people will know what his/her idea, feelings and thought (El-Koumy, 2002, p. 26)

Rickheit and Strohner (as cited in Pohan & Manurung, 2020) defines that “speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions” (p. 5). Richards (2008) states that “in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If students can speak fluently that can help them to easy communicate and also explore their idea” (p. 47).

2. The Function of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/she is educated from the way and what he/she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/she is talking about. Harmer (as cited in Pohan & Manurung, 2020) argues that

through speaking, the students will understand ideas, opinions and information from other people.

According to Brown & Yule (as cited in Richard, 2008) there are three functions of speaking as follows:

1. Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, recount recent experiences, engage in small talk, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Speaking as Transaction

Speaking as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (as cited in Pohan & Manurung, 2020) distinguishes between two different types of speaking as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3. Speaking as Performance

The third type of speaking that can usefully be distinguished has been called speaking as performance. This refers to public speaking, that is, speak that transmits information before an audience, such as classroom presentations, public announcements and speeches. The focuses are on both message and audience.

3. *Components/Elements of Speaking Skills*

People express their idea, opinion, feeling, perception, and asking for some information through speaking activities. They need to express all aspects by skillful in speaking. It means that the speaking skills are very important to keep the effectively in communication. Speaking is one of the most difficult aspects for people especially for students to master it. The students have to master all components of speaking skill in order to speak fluently and clearly. Fulcher & Davidson (2007) state that there are five components of speaking skill that can be defined as follows:

a. Pronunciation

According to Kline (2001), “pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words” (p. 58). From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b. Grammar

According to Purpura (2004), grammar is the structural glue, the “code” of language, is arguably at the heart of language use, whether this involves speaking, listening, reading or writing. Grammar has also been central to language teaching and assessment historically, from the Middle Ages, when “rhetoric” was a key component of a university education, to the “skills-and-components” models of the 1960s that informed both language pedagogy and language testing. Moreover, according to Greenbaum & Nelson (2002) argue that “grammar refers to the set of rules that allow us to combine words in our language into larger units” (p. 7).

From the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communicator. Grammar

is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

c. Vocabulary

Vocabulary is one of the important elements in building up English. Through this element, someone can communicate, learn and think. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to speak and to comprehend the subject is relatively determined by their vocabulary mastery. Being able to speak in English, one needs to have enough vocabulary to express own idea. Therefore, speaking is one way of giving and finding information through oral communication. Speaker of English agrees that vocabulary is needed so much and not less important than grammar (Pohan & Manurung, 2020).

According to Hornby (2012), “vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings” (p. 1506). Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar.

According to Simaibang (as cited in Pohan & Manurung, 2020), learners need to employ vocabulary, grammar, pronunciation, intonation and organization of contents of speech at the same time in speaking skill. It is obvious that understanding vocabulary is very important part in learning a language, English vocabulary is extremely large and varies as well. Therefore, it

is highly essential for students to mastering vocabulary in order to be able to speak by using the target language they learned.

d. Fluency

The next components of speaking skill is fluency. The term 'fluency' is widely used in language pedagogy and 'fluent' is regularly appeared in language testing and assessment. That seems the meaning of fluency is easily understood, however the definition of fluency is various. According to Boyette (as cited in Pohan & Manurung, 2020), "fluency is a key contributor toward independent and successful reading and is comprised of three components: accuracy, rate and prosody (expression)" (p. 35).

Fillmore (as cited in Yang, 2013) defined "four abilities of speaking fluently: a) the ability to talk at length with few pauses; b) be able to produce the sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; and d) be creative and imaginative in language use" (p. 61).

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand

the nature of the research project, even when procedures are complicated and entail risk (Cohen, Manion, & Morrison, 2005).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information. In addition, its function is to make the listeners easily to catch the information from the speakers.

B. Proficiency Levels

1. Definition of Proficiency Levels

Proficiency is one of the most debated issues in language testing by linguists around the world. According to Bachman (1990), “the term ‘language proficiency’ has been traditionally used in the context of language testing to refer in general to knowledge, competence, or ability in the use of a language, irrespective of how, where, or under what conditions it has been acquired” (p. 80).

Proficiency level are “descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context” (Swender, et al., 2012, p. 3).

The evolution of language teaching, which implies, among other aspects, different emphases (grammar, knowledge about the language, language as communication, language use as a means and not an end in itself) has certainly changed the conceptualization and definition of language proficiency (Cardenas & Chaves, 2013). Francis & Rivera (as cited in Abedi, 2007) add that “there are other elements in the proficiency level, such as timing, intonation and stress” (p. 43).

Based on the definitions above, it can be concluded that proficiency level is the level of language ability in a person including speaking, writing, listening, and reading skills spontaneously in normal situations that can apply various elements of language such as grammar, vocabularies, pronunciation, timing, intonation, stress, and others.

2. Proficiency Level by American Council on the Teaching of Foreign Languages (ACTFL)

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, the ACTFL Proficiency Guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

The Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should

learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate and Novice levels for all skills.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

C. Speaking Proficiency Level by American Council on the Teaching of Foreign Languages (ACTFL)

The ACTFL Proficiency Guidelines in Speaking Skill describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels (Swender, et al., 2012).

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

1. Distinguished Level of Speaking Proficiency

According to Swender, et al. (2012), speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often

using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level (Swender, et al., 2012).

2. Superior Level of Speaking Proficiency

Swender, et al. (2012) said that speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication (Swender, et al., 2012).

3. *Advanced Level of Speaking Proficiency*

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

a. Advanced High

According to Swender, et al. (2012), Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support

their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis (Swender, et al., 2012).

b. Advanced Mid

Swender, et al. (2012) said that Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account,

with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline (Swender, et al., 2012).

c. Advanced Low

According to Swender, et al. (2012), speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to

participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless,

Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly (Swender, et al., 2012).

4. Intermediate Level of Speaking Proficiency

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

a. Intermediate High

According to Swender, et al. (2012), Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic

information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur (Swender, et al., 2012).

b. Intermediate Mid

Swender, et al. (2012) said that Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self,

family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language (Swender, et al., 2012).

c. Intermediate Low

According to Swender, et al. (2012), speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated

communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives (Swender, et al., 2012).

5. Novice Level of Speaking Proficiency

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

a. Novice High

According to Swender, et al. (2012), speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by

the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse (Swender, et al., 2012).

b. Novice Mid

Swender, et al. (2012) said that speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence (Swender, et al., 2012).

c. Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and

name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange (Swender, et al., 2012).



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

Based on the characteristic of the data collected, this study uses a qualitative approach. According to Anggito & Setiawan (2018), “qualitative research is a research approach that uses a natural setting with the aim of interpreting the phenomena that occur, trying to find and narrative descriptions of the activities carried out and the impact of the actions taken” (p. 8).

The writer used a qualitative approach to collect data about students’ speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University and describe them narratively without connecting or comparing them with other variables.

The type of this research is based on the process of data collection, processing and data analysis, is classified as qualitative descriptive research. Qualitative descriptive research is “a qualitative depiction of data, facts or material objects that are not in the form of a series of numbers, but in the form of language or discourse expressions (whatever their form) through precise and systematic interpretation” (Wibowo, 2011, p. 43).

In this study, each research process consisting of data collection, data analysis and data presentation was not in the form of numbers, but rather a verbal explanation of the students’ speaking proficiency level based on proficiency measurement guidelines, namely the ACTFL Proficiency Guidelines.

B. Research Participant

Population is “a generalization of an area consisting of objects or subjects that have the qualities and characteristics set by the researcher to determine and draw the conclusions” (Arikunto, 2010, p. 139). The population in this study are all of students in 5th Semester who had taken all speaking courses at Department of English Language Education of UIN Ar-Raniry, there are 205 students.

The sample is representative of the population. This is in accordance with the opinion of Sugiyono (2011), he said that “the sample is part of the number and characteristics of the population” (p. 122). The sampling technique used in this study was purposive sampling technique. According to Sugiyono (2011), “the purposive sampling technique is a technique of taking samples from members of the population with certain considerations in order to make the data obtained more representative” (p. 125).

As for how to determine the number of samples as the opinion of Martha & Kresno (as cited in Heryana, 2018), “qualitative research does not recognize a minimum sample size. Generally, qualitative research uses a small sample size. Even in certain cases using only 1 informant. There are at least two conditions that must be met in determining the number of informants, namely the adequacy and appropriateness of the information” (p. 14).

Based on the opinion above, also considering the limited time, effort and costs of the research, in this study the researchers only took 8 students at Department of English Language Education of UIN Ar-Raniry to be the research samples.

C. Technique of Data Collection

Techniques of data collection are the standard and systematic procedures for obtaining the research data required (Mamik, 2015). The data collection process in this study used the following data collection techniques:

1. Test

Test technique is “a data collection technique that carried out by providing some questions or other tools for subjects whose data is needed” (Nasruddin, 2019, p. 31). The test to be carried out in this study is speaking test which follows the IELTS speaking test format. The International English Language Testing System (IELTS) is a world-popular International English test system that can be used for study, work and immigration purposes. A valid IELTS result is recognized by more than 10,000 organizations, including educational institutions, companies, professional associations and governments in 145 countries worldwide (IELTS, 2020).

The Speaking test based on IELTS format consists of 3 parts and takes between 11 and 14 minutes. Each part has a different format and duration as listed in table 3.1 below:

Tabel 3.1

Parts and Duration of Speaking Test Based on IELTS Format

Name of Part	Duration	Test Material
Part 1: Introduction	4 – 5 minutes	In this part, the researcher introduces herself. Then the researcher asks students as sample of study the general questions on some familiar topics, such as home, family, work, studies or hobbies.
Part 2: Long Turn	3 – 4 minutes (including the preparation)	Part 2 is the individual long turn. The researcher gives students as sample of study a task card which asks them to talk about a particular topic. The card tells them what points they should

Name of Part	Duration	Test Material
		include in their talk and instructs them to explain one aspect of the topic. They have one minute to prepare their talk, and the researcher will give them a pencil and paper to make notes. The researcher will then ask them to begin talking about two minutes and will stop them when the time is up.
Part 3: Discussion	4 – 5 minutes	In Part 3, researcher and students as sample of study discuss issues related to the topic in Part 2 in a more general and abstract way in greater depth.

Source: International English Language Testing System (IELTS), (2020)

2. Interview

Definition of interview according to Moleong (2009), “interview is a conversation conducted by two parties, the interviewer (interviewer) who asks questions and interviewee (interviewee) who provide answers to the question” (p. 186). Benney & Hughes (as cited in Denzin & Lincoln, 2009), mentioned that “interviews are the art of socializing, meeting “two human beings who interact in a certain period of time based on equality of status, regardless of whether it is real or not” (p. 501). Thus, the interview can be a tool/device and can also be an object at the same time. Faisal (as cited in Hazkia, 2017), said that the interview is an oral questionnaire, meaning the respondent or interviewee suggests the information verbally in face-to-face relationships, so respondents do not need to write the answers in writing.

From the description and opinion above, or interview is a technique of data collection conducted by question and answer verbally, either directly or indirectly with data source of respondents (interviewer). Direct interview is aimed directly at the person who need information/data in research. While indirect interview, interview is addressed to other people who are considered to provide information

about the state of the person who needed the data. Interview data obtained for this research is in the form. On this research, the interview is intended to explore the factor affecting the students' proficiency level.

3. Documentation

Documentation is “a method for collecting the data through systematic recording of the symptoms studied in the document. The document could be in the form of writing, or pictures (paintings) and can also be in the form of some objects” (Soebardhy, Samani, Ibrahim, Ispardjadi, Walujo, & Arif, 2020, p. 74). The documentation in this study was carried out by recording all part of the test and interviews activities using a video / audio recorder. Documentation is needed to make it easier for writer to process and analyze data later.

D. Technique of Data Analysis

After the research data is collected, the data is processed and analyzed in order to knowing the students' speaking proficiency level at Department of English Language Education of Ar-Raniry State Islamic University. The indicators used to measure the speaking proficiency level in this study is ACTFL Proficiency Guidelines in speaking skill. The ACTFL Proficiency Guidelines identify five major levels of speaking proficiency, those are Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. For more details about the level of speaking proficiency based on the ACTFL Proficiency Guidelines, it can be seen in table 3.2 below:

Tabel 3.2

American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in Speaking Skill

No	Proficiency Level	Indicator
1	Distinguished	<ul style="list-style-type: none"> • Able to use language skillfully, and with accuracy, efficiency, and effectiveness. • Can reflect on a wide range of global issues and highly abstract concepts. • Can use persuasive and hypothetical discourse. • Can adjust language to a variety of audiences according to their cultural authenticity. • Highly sophisticated and tightly organized extended discourse. • Can speak succinctly. • Often using cultural and historical references to allow them to say less and mean more.
2	Superior	<ul style="list-style-type: none"> • Able to communicate with accuracy and fluency. • Able to participate fully and effectively in conversations on a variety of topics. • Can explain complex matters in detail. • Able to provide lengthy and coherent narrations. • Able to present their opinions on a number of issues of interest to them. • Able to provide structured arguments to support these opinions. • Able to construct and develop hypotheses to explore alternative possibilities. • Can employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information. • No pattern of error in the use of basic structures.
3	Advanced	<ul style="list-style-type: none"> • Able to describe a topic in the major times frames of past, present and future. • Have sufficient control of basic structures and generic vocabulary. <p>1. Advanced High</p> <ul style="list-style-type: none"> ➤ Able to perform all Advanced-level tasks with linguistic ease, confidence, and competence. ➤ Consistently able to explain in detail and narrate fully and accurately in all time frames. ➤ Can discuss some topics abstractly, but in general more comfortable discussing a variety of topics concretely. ➤ May demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary. ➤ Use precise vocabulary and intonation to express meaning and often show great fluency. <p>2. Advanced Mid</p> <ul style="list-style-type: none"> ➤ Able to handle with ease and confidence a large number of communicative tasks. ➤ Participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest. ➤ Able to demonstrate the ability to narrate and describe in the

No	Proficiency Level	Indicator
		<p>major time frames of past, present, and future.</p> <ul style="list-style-type: none"> ➤ Vocabulary is fairly extensive although primarily generic in nature. ➤ Able to convey messages without misrepresentation or confusion. ➤ Readily understood by native speakers unaccustomed to dealing with non-natives. <p>3. Advanced Low</p> <ul style="list-style-type: none"> ➤ Able to handle a variety of communicative tasks. ➤ Able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. ➤ Also speak about some topics related to employment, current events, and matters of public and community interest. ➤ Able to demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse, although these narrations and descriptions tend to be handled separately rather than interwoven. ➤ Responses are typically not longer than a single paragraph. ➤ The conversation is irregular flow, and containing noticeable self-correction. ➤ The vocabulary often lacks specificity. ➤ Able to contribute to the conversation with sufficient accuracy, clarity, and precision to convey the message without misrepresentation or confusion. ➤ Can be understood by native speakers unaccustomed to dealing with non-natives, even though may require some repetition or restatement.
4	Intermediate	<ul style="list-style-type: none"> • Able to create with the language when talking about familiar topics related to daily life. • Able to recombine learned material in order to express personal meaning. • Can ask simple questions and can handle a straightforward survival situation. • Able to produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • Understood by interlocutors who are accustomed to dealing with non-native learners of the language. <p>1. Intermediate High</p> <ul style="list-style-type: none"> ➤ Able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. ➤ Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. ➤ Can handle a substantial number of tasks associated with the Advanced level, but unable to sustain performance of all of these tasks all of the time. ➤ Can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. ➤ Typically, when attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown,

No	Proficiency Level	Indicator
		<p>such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.</p> <ul style="list-style-type: none"> ➤ Generally can be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.
	2. Intermediate Mid	<ul style="list-style-type: none"> ➤ Able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. ➤ Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture, include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. ➤ Tend to function reactively, for example, by responding to direct questions or requests for information. ➤ Capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. ➤ When handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. ➤ Able to express personal meaning by creating with the language, by combining and recombining known elements and conversational input to produce responses typically consisting of sentences. ➤ Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. ➤ Generally understood by sympathetic interlocutors accustomed to dealing with non-natives.
	3. Intermediate Low	<ul style="list-style-type: none"> ➤ Able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. ➤ Able to ask a few appropriate questions. ➤ Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. ➤ Topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. ➤ Speakers are primarily reactive and struggle to answer direct questions or requests for information. ➤ Speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. ➤ Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms

No	Proficiency Level	Indicator
		<p>and vocabulary while attempting to give form to the message.</p> <ul style="list-style-type: none"> ➤ Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. ➤ Pronunciation, vocabulary, and syntax are strongly influenced by their first language. ➤ Generally can be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.
5	Novice	<ul style="list-style-type: none"> • Can communicate short messages on highly predictable, everyday topics that affect them directly. • They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. • May be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. <p>1. Novice High</p> <ul style="list-style-type: none"> ➤ Able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. ➤ Able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. ➤ Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. ➤ Able to respond to simple direct questions or requests for information. ➤ Able to ask a few formulaic questions. ➤ Able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. ➤ Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. ➤ On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. ➤ Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. ➤ Frequent misunderstandings may arise, but with repetition or rephrasing they can generally be understood by sympathetic interlocutors used to non-natives. <p>2. Novice Mid</p> <ul style="list-style-type: none"> ➤ Able to communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. ➤ When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. ➤ They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. ➤ Speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. <p>3. Novice Low</p> <ul style="list-style-type: none"> ➤ Speaker have no real functional ability and, because of their pronunciation, may be unintelligible.

No	Proficiency Level	Indicator
		<ul style="list-style-type: none"> ➤ Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. ➤ Cannot participate in a true conversational exchange.

Source: ACTFL Proficiency Guidelines (2012)



CHAPTER 4

FINDINGS AND DISCUSSION

A. Findings

The data collection process in this study was carried out for 7 days, starting from December 6 until 12, 2020. The research data collection was carried out by conducting tests as well as interviews for 8 respondents, namely students who had passed all speaking subjects at the Department of English Language Education of UIN Ar-Raniry. The test used in this research is a speaking test following the IELTS speaking test format, which is used to obtain answers to research question 1 (RQ1). Meanwhile, interviews were conducted to complement the research data on test results, which were used to obtain answers to research question 2 (RQ2) and research question 3 (RQ3).

After the research data from the test and interview results are obtained, data analysis will be carried out by using a qualitative descriptive methodology, specifically by describing them narratively to find out the understanding students' speaking proficiency level, the accordance between the speaking proficiency level and academic level, and the factors affecting the students' speaking proficiency level at the Department of English Language Education of Ar-Raniry State Islamic University. All of these points will be described in detail as follows.

1. Students' Speaking Proficiency Level

Based on the results of the speaking test that had been carried out on all respondents, then the researcher played back the audio of test recording and analyzed it. It was done to make it easier to know what level the speaking proficiency of each

respondent by measuring it based on the ACTFL Proficiency Guidelines as outlined in table 3.2 in Chapter 3. As for speaking proficiency level of each respondent can be seen in table 4.1 below.

Tabel 4.1

Students' Speaking Proficiency Level Based On the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines

No	Initials of Student	Speaking Proficiency Level	Description
1	NN	Intermediate High	<ul style="list-style-type: none"> • Able to create with the language when talking about familiar topics related to daily life. • Able to produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • Understood by interlocutors who are accustomed to dealing with non-native learners of the language. • Able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. • Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. • Can handle a substantial number of tasks associated with the Advanced level, but unable to sustain performance of all of these tasks all of the time. • Can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. • When attempt to perform Advanced-level tasks, her speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. • Generally can be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations).
2	RF	Advanced High	<ul style="list-style-type: none"> • Able to describe a topic in the major times frames of past, present and future. • Have sufficient control of basic structures and generic vocabulary. • Able to perform all Advanced-level tasks with linguistic ease, confidence, and competence. • Consistently able to explain in detail and narrate fully and accurately in all time frames. • Can discuss some topics abstractly, but in general more comfortable discussing a variety of topics concretely. • Use precise vocabulary and intonation to express meaning

No	Initials of Student	Speaking Proficiency Level	Description
			and often show great fluency
3	IZ	Intermediate High	<ul style="list-style-type: none"> • Able to create with the language when talking about familiar topics related to daily life. • Able to produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • Understood by interlocutors who are accustomed to dealing with non-native learners of the language. • Able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. • Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. • Can handle a substantial number of tasks associated with the Advanced level, but unable to sustain performance of all of these tasks all of the time. • Can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. • When attempt to perform Advanced-level tasks, her speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. • Generally can be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations).
4	SY	Intermediate High	<ul style="list-style-type: none"> • Able to create with the language when talking about familiar topics related to daily life. • Able to produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • Understood by interlocutors who are accustomed to dealing with non-native learners of the language. • Able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. • Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. • Can handle a substantial number of tasks associated with the Advanced level, but unable to sustain performance of all of these tasks all of the time. • Can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. • When attempt to perform Advanced-level tasks, her speech

No	Initials of Student	Speaking Proficiency Level	Description
			exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.
5	BL	Advanced High	<ul style="list-style-type: none"> • Generally can be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations). • Able to describe a topic in the major times frames of past, present and future. • Have sufficient control of basic structures and generic vocabulary. • Able to perform all Advanced-level tasks with linguistic ease, confidence, and competence. • Consistently able to explain in detail and narrate fully and accurately in all time frames. • Can discuss some topics abstractly, but in general more comfortable discussing a variety of topics concretely. • Use precise vocabulary and intonation to express meaning and often show great fluency
6	MN	Advanced High	<ul style="list-style-type: none"> • Able to describe a topic in the major times frames of past, present and future. • Have sufficient control of basic structures and generic vocabulary. • Able to perform all Advanced-level tasks with linguistic ease, confidence, and competence. • Consistently able to explain in detail and narrate fully and accurately in all time frames. • Can discuss some topics abstractly, but in general more comfortable discussing a variety of topics concretely. • Use precise vocabulary and intonation to express meaning and often show great fluency
7	UH	Advanced High	<ul style="list-style-type: none"> • Able to describe a topic in the major times frames of past, present and future. • Have sufficient control of basic structures and generic vocabulary. • Able to perform all Advanced-level tasks with linguistic ease, confidence, and competence. • Consistently able to explain in detail and narrate fully and accurately in all time frames. • Can discuss some topics abstractly, but in general more comfortable discussing a variety of topics concretely. • Use precise vocabulary and intonation to express meaning and often show great fluency
8	RF	Intermediate High	<ul style="list-style-type: none"> • Able to create with the language when talking about familiar topics related to daily life. • Able to produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • Understood by interlocutors who are accustomed to dealing with non-native learners of the language.

No	Initials of Student	Speaking Proficiency Level	Description
			<ul style="list-style-type: none"> • Able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. • Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. • Can handle a substantial number of tasks associated with the Advanced level, but unable to sustain performance of all of these tasks all of the time. • Can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. • When attempt to perform Advanced-level tasks, his speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. • Generally can be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations).

Source: Research Data form Speaking Test, Processed (2020)

From the table above, it can be seen that the number of students who have intermediate high level on speaking proficiency is 4 students or 50% and 4 students or 50% have advanced high level. The minimum standard of speaking proficiency level for students who have passed all speaking subjects is intermediate low level. So that all students who became the respondents of this study passed the standard speaking proficiency level. And it can be concluded that the speaking proficiency level of students at Department of English Language Education of Ar-Raniry State Islamic University is at a good level.

2. *The Nature of Students' Speaking Proficiency Level*

Based on the results of the interviews that have been conducted, the information is obtained about the academic level (IP) of the respondents in all

speaking subjects on campus. The academic level score are then compare with the previously obtained speaking proficiency level, to obtain answers of research question 2 (RQ2), namely is the students' speaking proficiency level in line with their academic level.

The data comparison between the academic level on speaking course and speaking proficiency level for each respondent can be seen in table 4.2 below.

Tabel 4.2

Students' Academic Level and Speaking Proficiency Level at Department of English Language Education of Ar-Raniry State Islamic University

No	Initials of Student	Academic Level			Speaking Proficiency Level
		Basic Speaking	Intermed. Speaking	Public Speaking	
1	NN	A	A	A	Intermediate High
2	RF	A	A	A	Intermediate High
3	IZ	A	A	A	Intermediate High
4	SY	A	A	B	Advanced High
5	BL	A	A	A	Advanced High
6	MN	A	A	B	Advanced High
7	UH	B	A	A	Advanced High
8	RF	A	A	B	Intermediate High

Source: Research Data form Interview and Speaking Test, Processed (2020)

Based on the table above, it can be seen that the academic level of students in the Basic Speaking Course who gets an A score is 7 students (87.5%) and who get a B score is 1 student (12.5%). Then the academic level of students in the Intermediate Speaking Course entirely gets an A score, namely 8 students (100%), and academic level students in the Public Speaking Course who get an A score are 5 students (62.5%) and who get a B score are 3 students (37.5%).

It is be understood that all respondents have passed obtained good and satisfying score fol all speaking subjects. So it can be concluded that the students'

speaking proficiency level is in line with their academic level at the Department of English Language Education of Ar-Raniry State Islamic University.

3. The Factors Affecting the Students' Speaking Proficiency Level

Speaking proficiency is one of the skills that every speaker in a language must have, in this case is English language. By having a good speaking proficiency, a person will find it easier to interact with the other people in another country, convey their ideas and opinions, and can increase their confidence in various international forums. Therefore it is very important for someone, especially students who are studying English, to improve their speaking proficiency level and to know the various factors that can affect the speaking proficiency level so that they can familiarize themselves with these factors.

Many factors can affect everyone's speaking proficiency level. Based on the results of interviews conducted with research respondents, they are the students at the Department of English Language Education of UIN Ar-Raniry who have a good speaking proficiency level (intermediate high and advanced high) and have graduated from all speaking subjects in their campus with a satisfactory academic level (grade A and B), obtained information that there are various factors can affect their speaking proficiency level.

The main factor affecting the respondents' speaking proficiency level is they often practice their speaking skills. For example, Izzah said that she usually practices English in 3 days if she goes up with her friends. Then Syifa said that she always spent 5 minutes to learn speak English by herself. And then Muna said that usually She practice speaking skill for 3 until 4 times a week.

The next factor that affects the respondents' speaking proficiency level is their motivation to become proficient at speaking English. This was conveyed by Nada, Rizka and Uswatun that they motivated to become proficient at speaking English because they want to get scholarship and continue their study abroad. Then Izzah said that She want to have a relation a lot of people among the nation by English. And then Bella said that when she is able to speak English in fornt of the people she can increase her confident. And Rafif said that he really want to become to be an important person like working at embassy, so that why he has to maintain his fluency in English.

The next factor that has the potential to affect the respondents' speaking proficiency level is their environment (such as family, neighbors, friends, etc.) make a habit to speak English. As stated by Nada, who said her dad can speak English and she usually chat her dad by English. Then Uswatun said in her family sometime she speaks English with her parents and little sisters. Furthermore, Rafif said that his mother is an English teacher, so whenever they met or hang out they actually try to use English as their first language. Then Izzah, Syifa, Bella, Uswatun and Rafif who said that they often speak English with their friends.

Another factor that can affect a person's speaking proficiency level is taking English speaking courses. However, based on the results of the interview, information was obtained that of the 8 respondents, 5 students (62.5%) said they had never taken English speaking courses and 3 other students (37.5%) said they had taken English speaking courses, namely Syifa has taken English speaking course at Gampong Ingreh Aceh (GIA) when she was in second semester, then Muna ever

joined the English for youth class made by EDSA, and Rafif has taking English course when he was in Elementary school in Jakarta. So it can be concluded that taking English speaking courses is not a guarantee that a student is able to speak English proficiently.

Another factor that can affect a person's speaking proficiency level is joining the English speaking club. Based on the interview results, information was obtained that of the 8 respondents, 2 students (25%) said they had never joined the English speaking club and 6 other students (75%) said they had joined the English speaking club, namely Nada has joined like a story telling the club in senior high school and junior high school, and then Izzah, Syifa and Bella have joined English speaking club in Banda Aceh name is Koplo, then Rizka has joined speaking club when she was at senior high school, and Bella has joined in the other English speaking club name is Parly Talk. So it can be concluded that joining the English speaking club is one of the factors that can affect the students' speaking proficiency level.

B. Discussion

In this section, the researcher discussed the findings during the test and interview with the respondents. Based on the results of the research, it is known that out of 8 students as respondents, students who have intermediate high level on speaking proficiency is 4 students or 50% and 4 students or 50% have advanced high level. The minimum standard of speaking proficiency level for students who have passed all speaking subjects is intermediate low level. So that all students who became the respondents of this study passed the standard speaking proficiency level. And it can be concluded that the speaking proficiency level of students at

Department of English Language Education of Ar-Raniry State Islamic University is at a good level.

The academic level of students in the Basic Speaking Course who gets an A score is 7 students (87.5%) and who get a B score is 1 student (12.5%). Then the academic level of students in the Intermediate Speaking Course entirely gets an A score, namely 8 students (100%), and academic level students in the Public Speaking Course who get an A score are 5 students (62.5%) and who get a B score are 3 students (37.5%). It is be understood that all respondents have passed obtained good and satisfying score fol all speaking subjects. So it can be concluded that the students' speaking proficiency level is in line with their academic level at the Department of English Language Education of Ar-Raniry State Islamic University.

Factors affecting the students' speaking proficiency level based on the results of the study, among others:

1. Often practice English speaking skills.
2. Motivation to become proficient at speaking English.
3. The environment (such as family, neighbors, friends, etc.) make a habit to speak English.
4. Taking English speaking courses and joining English speaking club.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

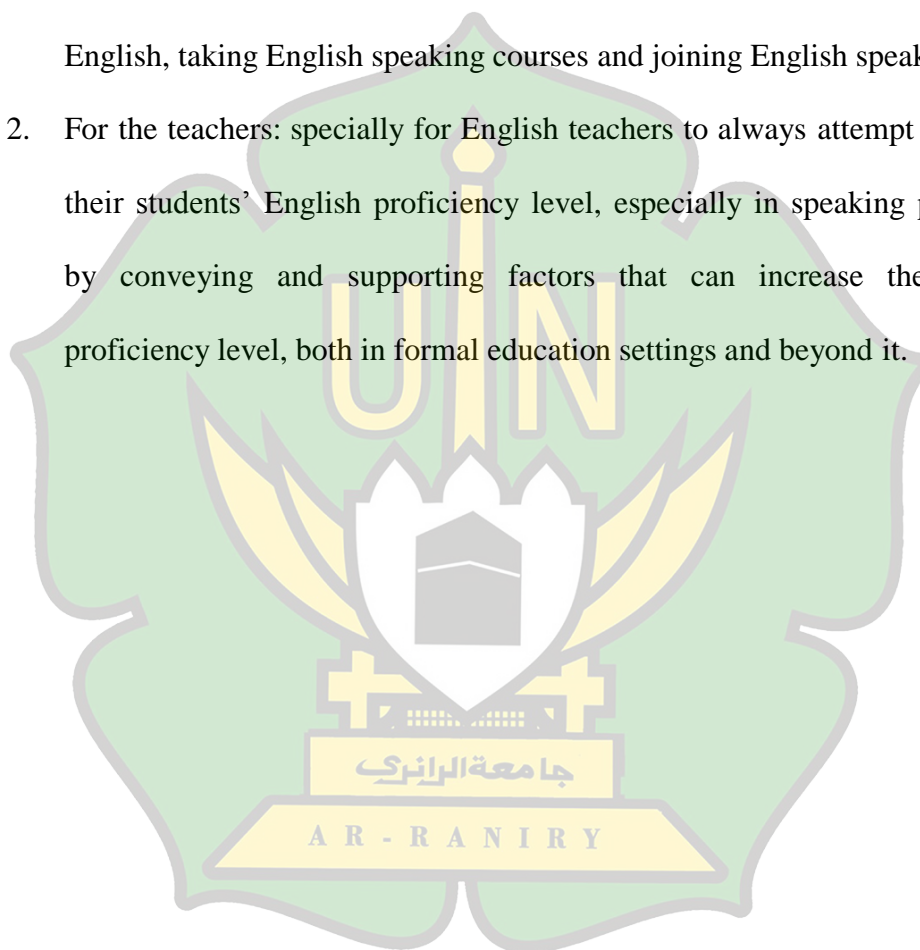
Based on the results of the research and data analysis that has been done, this research can draw the following conclusions:

1. Students' speaking proficiency level at the Department of English Language Education of Ar-Raniry State Islamic University is at a good level, where all research respondents have a speaking proficiency level above the specified minimum standard, namely the intermediate level.
2. Students' speaking proficiency level is in line with their academic level, where all research respondents who have speaking proficiency above the intermediate level also graduate from all speaking subjects with good and satisfactory grades or academic levels (grade A and B)
3. Factors affecting the students' speaking proficiency level include often practice English speaking skills, motivation to become proficient at speaking English, the environment (such as family, neighbors, friends, etc.) make a habit to speak English, taking English speaking courses and joining English speaking club.

B. Suggestions

Based on the research conclusions above, the researchers provided some suggestions or input to various parties, namely as follows:

1. For the students: specially for students at English Department to always attempt to improve their English proficiency level, especially in speaking proficiency level, such as often practice English speaking skills, have motivation to become proficient at speaking English, find the environment (such as family, neighbors , friends, etc.) who can make a habit to speak English, taking English speaking courses and joining English speaking club.
2. For the teachers: specially for English teachers to always attempt to improve their students' English proficiency level, especially in speaking proficiency by conveying and supporting factors that can increase the speaking proficiency level, both in formal education settings and beyond it.



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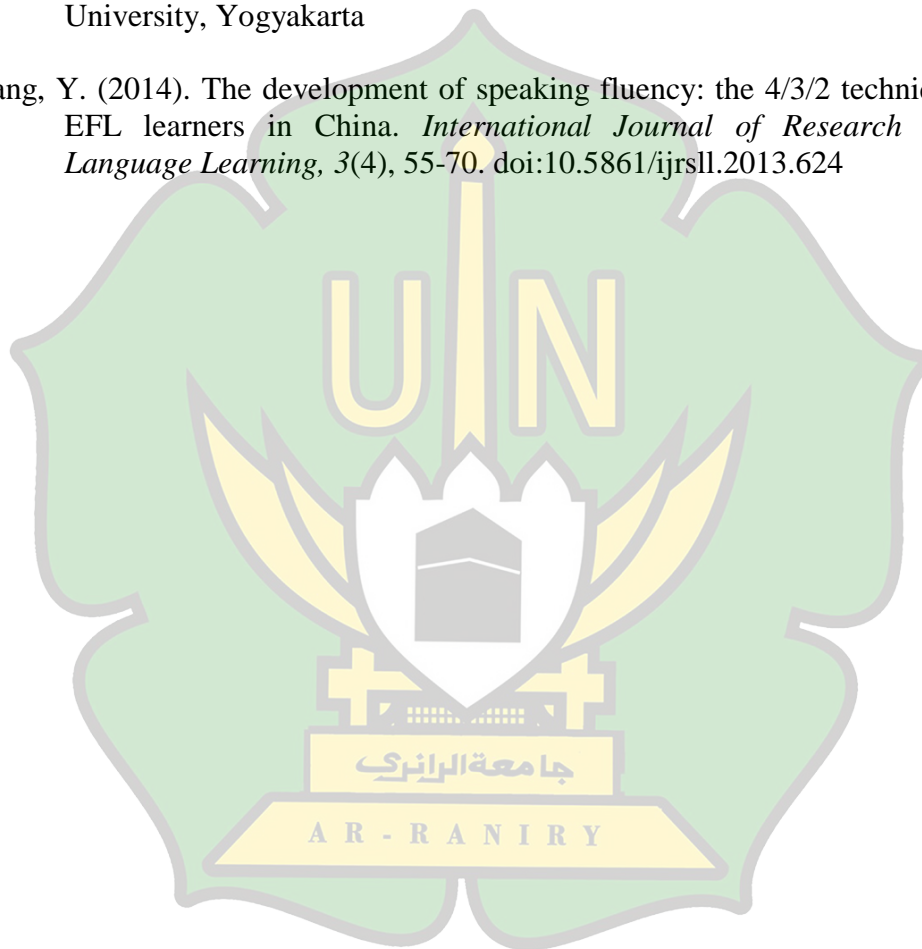
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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B-13943/Un.08/FTK.1/TL.00/12/2020

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DARA HUSNAIDAR / 160203150**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Komplek Perumahan BTN Ajun Lamhasan

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Understanding Students' Speaking Proficiency Level (A Study at Department of English Language Education of Ar-Raniry State Islamic University)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Desember 2020

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 17 Desember
2021

Dr. M. Chalis, M.Ag.

SPEAKING TEST FOR UNDERSTANDING STUDENTS' SPEAKING PROFICIENCY LEVEL

I. Test Description

- a. This test was conducted with the aim to obtain data about understanding students' speaking proficiency level, therefore it is expected that the participation of respondents to take the test well and carefully.
- b. This test is not intended to test or assess the respondents, the results of this test are only used for thesis research purposes.
- c. The results of this test will not have any effect, especially the negative things to the respondent, and the identity of the respondents will be kept secret in accordance with the research principles. Therefore, the cooperation is expected to answer all test questions properly and seriously.

II. Test Instructions

- a. The speaking test used in this study is based on the IELTS format which consists of 3 parts and takes between 11 - 14 minutes.
- b. Each part has a different format and duration as detailed in the following table.

Name of Part	Duration	Test Material
Part 1: Introduction	4 – 5 minutes	In this part, the researcher introduces herself. Then the researcher asks the respondent as sample of study the general questions on some familiar topics, such as home, family, work, studies or hobbies.
Part 2: Long Turn	3 – 4 minutes (including the preparation)	Part 2 is the individual long turn. The researcher gives the respondent a task card which asks them to talk about a particular topic. The card tells them what points they should include in their talk and instructs them to explain one aspect of the topic. They have one minute to prepare their talk, and the researcher will give them a pencil and paper to make notes. The researcher will then ask them to begin talking about two minutes and will stop them when the time is up.
Part 3: Discussion	4 – 5 minutes	In Part 3, researcher and the respondent discuss issues related to the topic in Part 2 in a more general and abstract way in greater depth.

III. Identity of Respondent

- a. Name of Respondent :
b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
c. Semester : 5th Semester

Name of Part	Duration	Test Material
Part 1: Introduction	4 – 5 minutes	<ul style="list-style-type: none">• The researcher introduces herself.• The researcher asked the respondent's name.• The researcher asked the respondent's address.• The researcher asked about the respondent's family: parents' activities, how many siblings, what order are in the family, etc.• The researchers asked the respondent's hobbies and reasons for liking these hobbies.
Part 2: Long Turn	3 – 4 minutes (including the preparation)	<ul style="list-style-type: none">• The researcher conveys the topic to the respondent, namely: "Coffee Shop in Aceh"• The researcher gives the respondent a pencil and paper to make notes.• The researcher asked the respondent to make notes for 1 minute about what he/she would talk about the topic.• The researcher asked the respondent to begin talking about the determined topic for 2 minutes.• The researcher stop the respondent when the time is up.
Part 3: Discussion	4 – 5 minutes	<ul style="list-style-type: none">• The researcher asked: do the respondent like the coffee and like to hang out at the coffee shop?• The researcher asked the respondent: why is the coffee shop phenomenon so busy in Aceh?• The researcher asked the respondent: what is the positive impact of coffee shop phenomenon in Aceh?• The researcher asked the respondent: what is the negative impact of coffee shop phenomenon in Aceh?• The researcher asked the respondent: what should our response be especially for students in facing the coffee shop phenomenon in Aceh?

INTERVIEW GUIDELINES ABOUT UNDERSTANDING STUDENTS' SPEAKING PROFICIENCY LEVEL

I. Interview Descriptions

- a. This interview was conducted with the aim to obtain information about understanding students' speaking proficiency level, therefore it is expected that the participation of respondents to provide completely and clearly information.
- b. This interview is not intended to test or assess the respondents, the results of this interview are only used for thesis research purposes.
- c. The results of this interview will not have any effect, especially the negative things to the respondent, and the identity of the respondents will be kept secret in accordance with the research principles. Therefore, the cooperation is expected to answer all interview questions properly and seriously.

II. Identity of Respondent

- a. Initials of Respondent :
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?
2. Do you often practice your speaking skills? How often do you do it?
3. How motivated are you to become proficient at speaking English?
4. How interested are you in English?
5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?
6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Ingreh Aceh (GIA) or something else.
7. Did you join the English speaking club?
8. Do you have any special strategies or tricks to improve your speaking English proficiency?

9. What are the positive factors that increase someone's fluency in speaking English?
10. What do you think are the negative factors that decrease someone's fluency in speaking English?



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : NN
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?

Answer : Yes, I have. Actually I have a good score like A and B.

2. Do you often practice your speaking skills? How often do you do it?

Answer : Yes usually I practiced with my friends when I met them but in my family I didn't practiced it because I use Indonesian. When I met them in campus so I just rarely talk to them with English because when we talk important things we just talk it in Indonesian.

3. How motivated are you to become proficient at speaking English?

Answer : So I just motivated myself to improve my ability in English speaking skill like I want to get scholarship in some country outside there like say the overseas. So I just want to make my skill is better than before and I motivated myself for achieving the scholarship so I will study speaking skill.

4. How interested are you in English?

Answer : I really interested because English is international language. So if we want to meet another people in another country we must able to speak English.

5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?

Answer : Yes they really give me positive impact for me to speak English or to increase my ability in English because my dad can speak English but usually we rarely talk In English but when I chat him usually I use English and he do the good respond for it. And my friend is so cooperative to improve our ability in English speaking skill.

6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.

Answer : No, I don't have.

7. Did you join the English speaking club?

Answer : Yes I joined in senior high school and junior high school like story telling club.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

Answer : For me it's just need our confident in speak English even we have a bad grammar and vocabularies we need to be confident so if we confident speak more good than the people that didn't have confident. And I also practice my English speaking skill in front of the mirror. So I can know how my face when speak English or I can know how my mouth when it produce the word in English.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : I think practice. Because practice will makes perfect when we have ability to speak English. When we have some words to talk but if we don't practice it, its mean nothing its mean zero because practice can improve our mouth to be use to speak English.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : I think that will decrease our ability in English is not practice itself. Because when we not practice our English, or vocabulary or our words that what we want to talk it will be gone. So sometimes when we didn't practice it maybe, next we will forget about the vocabularies. and also we can see the motivator in Youtube or we can see a lot of stranger talk in English it can also improve but if we don't search about the references when they talk in English it also can decrease our ability in English speaking skill.

TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : IZ
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?

Answer : Yes, sure. I got A for every speaking courses.

2. Do you often practice your speaking skills? How often do you do it?

Answer : Yes, but I only practice my speaking skill with my friends because my family usually speak in Indonesian and Acehnese. So with several of my friends I speak English in our daily life and also I joined to speaking community so I think that community is such a good media to learn and improve my speaking skill. Because the pandemic it is quiet to practice with my friends. I think at a week I usually practice English in 3 days if I go up with my friends or have a conversation by phone.

3. How motivated are you to become proficient at speaking English?

Answer : I really motivated speak English fluently and proficiency because we know that right now is globalization era that demand us to can speak English which is the most use language with this world. So I think I learn motivated to speak English because I want to have a relation a lot of people among the nation such us Malaysia, Singapore and other nation.

4. How interested are you in English?

Answer : I really interested in speaking English and learning English because I also want to build relation with another country. And I also want continue my study abroad so I have to improve my speaking skill since right now.

5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?

Answer : Actually yes I have a good environment to speak English with my friends. I think my friends environment is really support me to speak English fluently but not with my family or my neighbors.

6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.

Answer : No, I don't.

7. Did you join the English speaking club?

Answer : Yes I have a joined English speaking club. The club name is Koplo. We usually go to coffee shop and practice our speaking skill. And usually the club a week have a different topic. Because right now pandemic covid so there change the way to have a conversation at coffee shop to google meet.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

Answer : I think I don't have any special tricks to improve speaking skill, just practice with your friends or watched a lot of movie because if you listening a lot, you will speak more fluently.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : The positive factor that can increase someone fluently in speaking English is practice. If someone want to have a really good speaking they have to practice. That is the most affectively to get a good English speaking skill.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : The laziness. If someone lazy to practice even though she or he has a really good English fluently but if they lazy to practice it again and again they speaking will decrease time by time.

جامعة الرانيري

A R - R A N I R Y

TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : SY
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?
Answer : Yes, I did. I got all speaking courses A.
2. Do you often practice your speaking skills? How often do you do it?
Answer : I think so. Because I always spent 5 minutes to learn speak English by myself. I really want to trouble all run the world that's why I really motivated to be fluently at speaking English.
3. How motivated are you to become proficient at speaking English?
Answer : I'm motivated to become proficient at speaking English because I want to travel around the world to many other country.
4. How interested are you in English?
Answer : I'm really interested in English that's why I chose this major from my college. Because I'm growing up watching a lot of tv shows movies, Hollywood movies and I think the way they speak it sounds so cool. That's why I'm very interested.
5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?
Answer : For family no, neighbors no, but my friends yes. Because I don't really have much friend, but I'm lucky most of my friends really supportive when I want to learn English they don't judge me they just let it be.
6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.
Answer : Yes, I have. It was when I was in second semester for 3 months.
7. Did you join the English speaking club?
Answer : Yes I have. The name is koplo. Koplo is English speaking club on Banda Aceh. So we meet every weekend, than when we meet we talk about specific topic.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

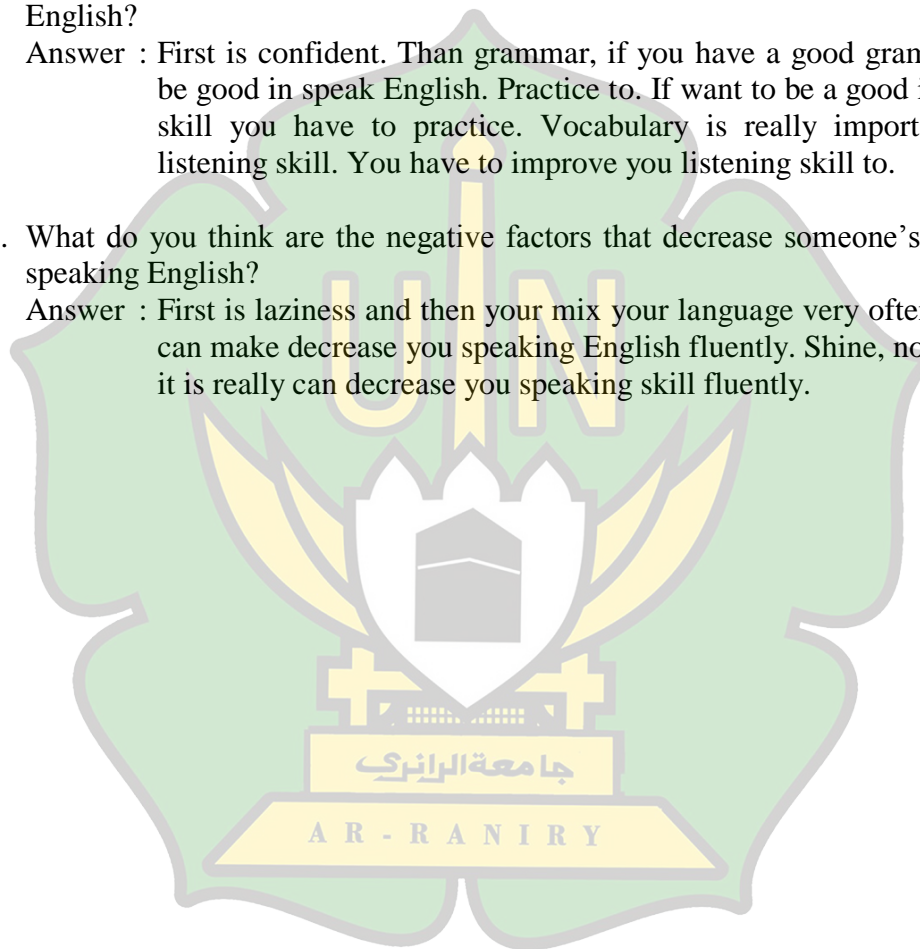
Answer : I think so. I would like say when you want to be fluently in English especially in speaking, you have to speak don't be shine just be yourself in front of the mirror if you don't have anyone to talk. So practice make perfect, practice a lot makes you be fluently in speaking.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : First is confident. Than grammar, if you have a good grammar it can be good in speak English. Practice to. If want to be a good in speaking skill you have to practice. Vocabulary is really important to and listening skill. You have to improve you listening skill to.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : First is laziness and then your mix your language very often. I think it can make decrease you speaking English fluently. Shine, not confident it is really can decrease you speaking skill fluently.



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : RF
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?
Answer : Yes, I have. I get scores A and B for speaking courses.
2. Do you often practice your speaking skills? How often do you do it?
Answer : I think yes, I often practice my speaking skill by listening the music. I actually like to talk alone in my bedroom in front of mirror. Maybe that things for me can help me to make my speaking skill getting better.
3. How motivated are you to become proficient at speaking English?
Answer : I am really motivated to become proficient in speaking skill. Because one of my goal is I want to continue my study abroad. So if you want to study abroad you have good speaking English. Before you going abroad, you must have those test like IELTS. The speaking test will be testing. And then if you want to those test you must have a good speaking proficient.
4. How interested are you in English?
Answer : I actually very interested learning English since elementary school. I'm interested in English because my cousin. I see him got scholarship to continue his study at Australia. So I want to be like him. That why I interested in learning English.
5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?
Answer : My family such us my mom and dad do not speak English. They didn't understand speak English but my younger brother, he understand a bit when I am speak English.
6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.
Answer : No, I don't have. First reason, I think for me if you want to learning speaking skill you can do it by yourself.

7. Did you join the English speaking club?

Answer : I ever joined speaking club but when I was at senior high school I joined a club. But the club doesn't give me impact a lot.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

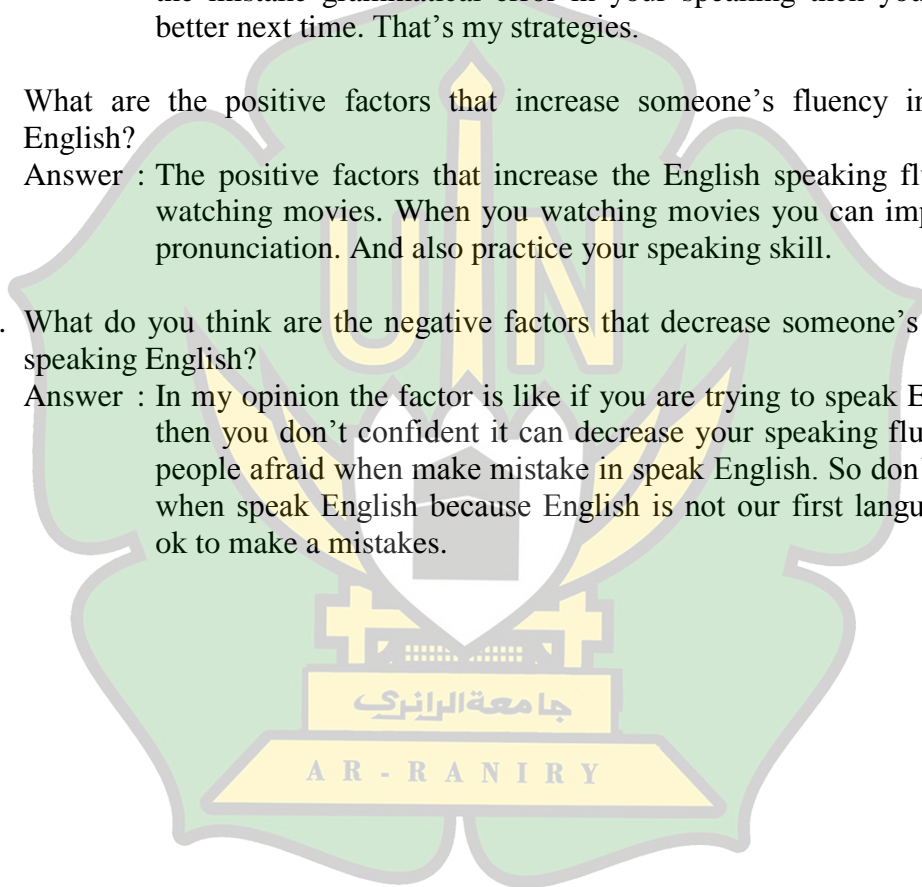
Answer : My strategy is speaking alone in my home. This strategy is work if you don't have a friend or maybe you shine speak with your friend. And other strategy is speaking to you own self in front of the mirror or record yourself and watching it again and then you can find where is the mistake grammatical error in your speaking then you can do it better next time. That's my strategies.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : The positive factors that increase the English speaking fluently like watching movies. When you watching movies you can improve your pronunciation. And also practice your speaking skill.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : In my opinion the factor is like if you are trying to speak English and then you don't confident it can decrease your speaking fluently. And people afraid when make mistake in speak English. So don't be afraid when speak English because English is not our first language so it's ok to make a mistakes.



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : BL
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?

Answer : Yes, I have. I get A for all speaking courses.

2. Do you often practice your speaking skills? How often do you do it?

Answer : I often practice speaking in front of mirror and sometimes I talk with my friends in my village.

3. How motivated are you to become proficient at speaking English?

Answer : I'm motivated because my daily life, I usually watched video ted talk then makes me realize that when you able to speak in front of people you can increase your confident. So I'm to in love with speaking.

4. How interested are you in English?

Answer : I love English from elementary school. So English is very interested for me because when I watched national geographic that I see all the staff speak English. So I like it.

5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?

Answer : In my family I don't have partner speak English. There is no one interested in speaking English. But I have a friends which is really interested with English so we have to speak English every chat.

6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.

Answer : No, I don't have.

7. Did you join the English speaking club?

Answer : Yes I have. I have joined 2 speaking club such us Koplo and Parly Talk. If Parly Talk we learn speaking English in tarbiyah campus and Koplo is like speaking club which is move from one coffee shop to another coffee shop.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

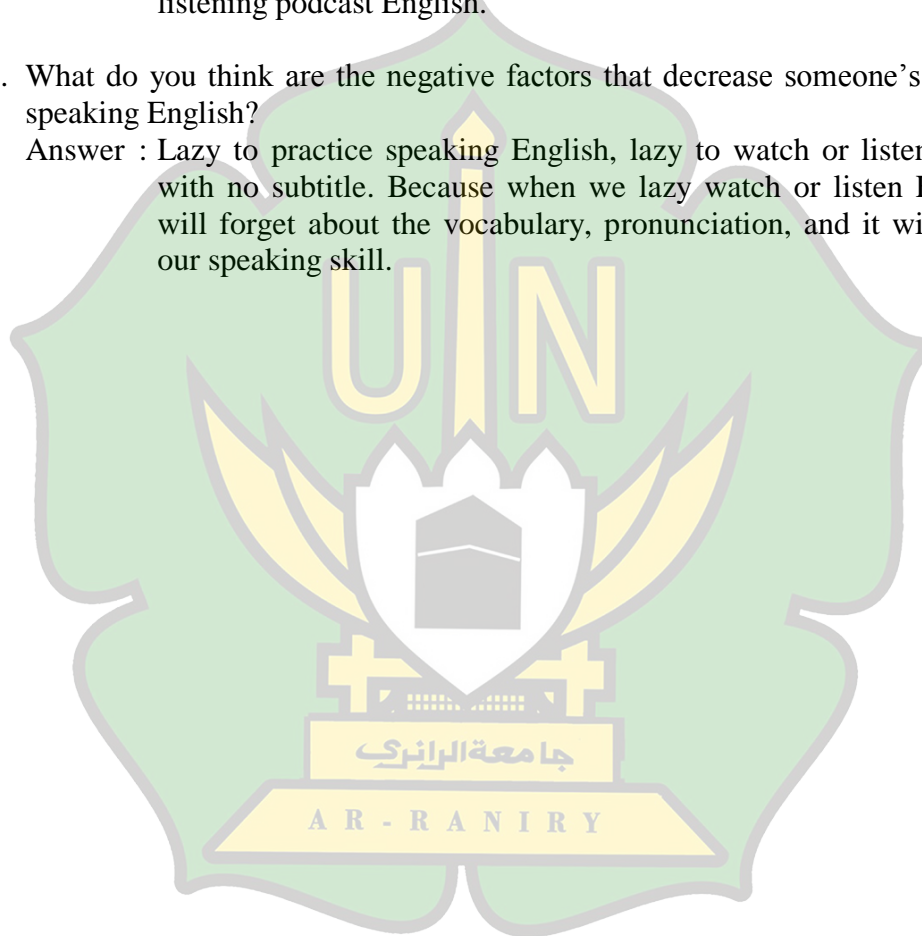
Answer : My strategy is such like looking for something I would like to spell in English, listening music, practice speaking skill in home.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : In my opinion practice more speaking will increase someone fluently, and watching movie with no subtitle will help to increase it then listening podcast English.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : Lazy to practice speaking English, lazy to watch or listening movie with no subtitle. Because when we lazy watch or listen English we will forget about the vocabulary, pronunciation, and it will decrease our speaking skill.



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : MN
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?

Answer : Yes, I have. In the first speaking I get A score, intermediate speaking I get A score, and the last speaking courses I get B score.

2. Do you often practice your speaking skills? How often do you do it?

Answer : Yes, I do. Usually I practice 3 until 4 times a week.

3. How motivated are you to become proficient at speaking English?

Answer : I am really motivated to become proficient at speaking English because I think English is a common language. So in my opinion English is very important to learn, it can support the education.

4. How interested are you in English?

Answer : Maybe learning English can increase my intelligence and also they are many chances to work for a company.

5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?

Answer : No. Maybe when the normal situation I mean no pandemic I can practice with my friends. But now I am in village, I can't speak English with other people because they do not understand. So that's my environment does not support me.

6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Ingreh Aceh (GIA) or something else.

Answer : No, I didn't. I just get speaking courses on campus.

7. Did you join the English speaking club?

Answer : I ever joined the English for youth class made by EDSA.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

Answer : For the first trick, I can change my phone setting to become English language so I can add more vocabulary. Listening English every day

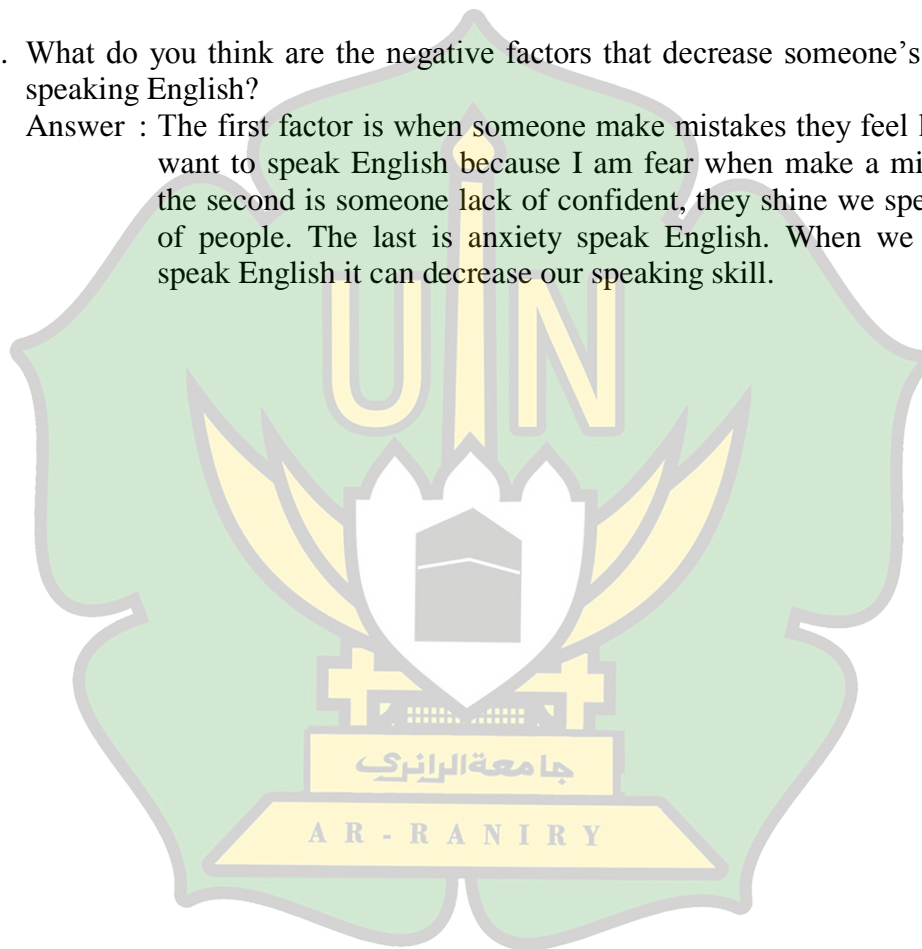
and practice how the pronunciation every vocabulary that I heard. So it can make my speaking fluently.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : Firstly is motivation, we need motivation. The second is practice, we have to practice, practice and practice every day. Also we have to speak with someone and they give feedback, it can increase speaking skill.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : The first factor is when someone make mistakes they feel like I don't want to speak English because I am fear when make a mistake. And the second is someone lack of confident, they shine we speak in front of people. The last is anxiety speak English. When we anxiety to speak English it can decrease our speaking skill.



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : UH
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?
Answer : Yes, I have completed all speaking courses on campus. For the first speaking courses I got B, and for the continuous I got A.
2. Do you often practice your speaking skills? How often do you do it?
Answer : Yes sometimes. When I am in the situation that I have to speak English, I will speak English and then practice it. And then when I am watched some movies, I will practice it during watching.
3. How motivated are you to become proficient at speaking English?
Answer : I'm so motivated because my goal is to study abroad. So I have to increase I have to improve my speaking better than before.
4. How interested are you in English?
Answer : I'm so interesting in speaking English because when I am speak English I feel like I am become cool with English language. Then I can adapted myself in environment with English as a basic language.
5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?
Answer : Yes sometimes. For the first in my family sometime we gonna speak English with my parents, little sisters and then with my friends so do i. but my neighbors I don't have neighbors with English skill. So I can't practice it and make as habit to speak English.
6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.
Answer : No, I don't have.
7. Did you join the English speaking club?
Answer : No and never been joined speaking club in campus. Because I never interested with that. Because I saw some my friends they skill not improve very well. So I don't interested.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

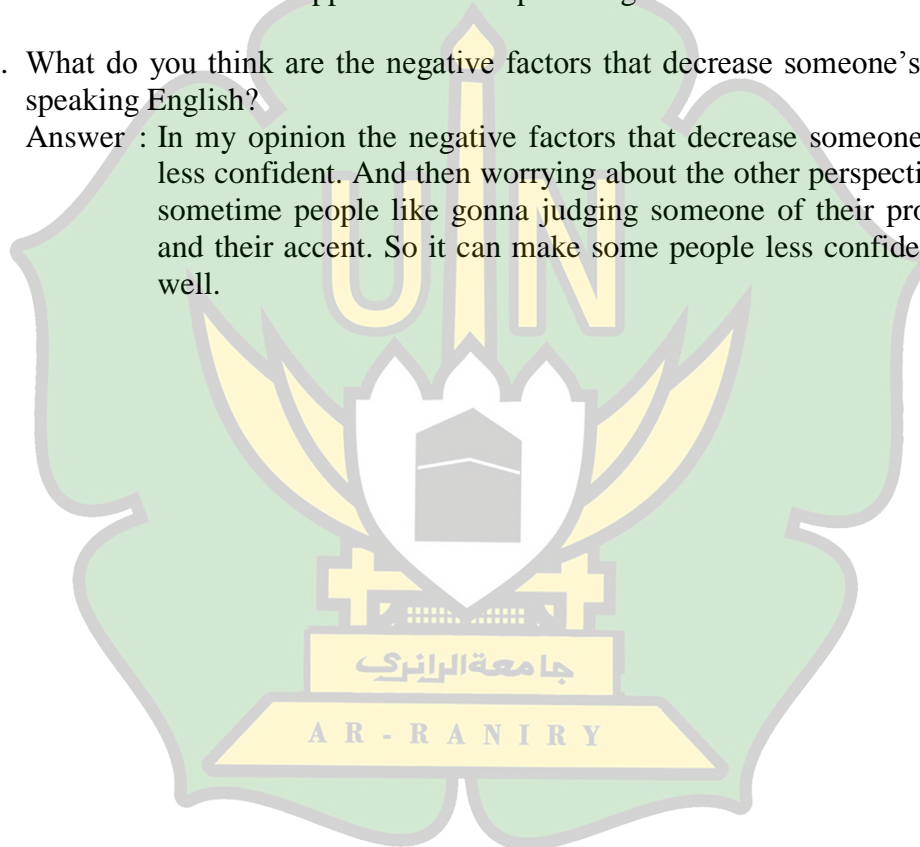
Answer : Special strategies or tricks for me, for the first watching movies especially western movies. So I can practice it like pronunciation. And then listen to the music, I like to sing and then I can practice my pronunciation also with the song.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : In my opinion the positive factors are their habit in speaking English, and then their motivation on practicing and then their environment it would be support or not to speak English.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : In my opinion the negative factors that decrease someone fluency is less confident. And then worrying about the other perspective because sometime people like gonna judging someone of their pronunciation and their accent. So it can make some people less confident to speak well.



TRANSCRIPT OF INTERVIEW ABOUT STUDENTS' SPEAKING PROFICIENCY LEVEL

Identity of Respondent

- a. Initials of Respondent : RF
 - b. Student at : Department of English Language Education of Ar-Raniry State Islamic University
 - c. Semester : 5th Semester
-

1. Have you completed all speaking courses on campus? What score did you get on those courses?

Answer : Yes, I have completed all speaking courses on campus from the third semester. Last time on my public speaking I got B, and intermediate speaking I got A.

2. Do you often practice your speaking skills? How often do you do it?

Answer : Yes, how often I actually can't mention it clearly but whenever I have meet with my friends I try to speak English as our spoken language in order to make it clearly. So sometimes we are make things by Indonesia to English.

3. How motivated are you to become proficient at speaking English?

Answer : It's a good question. Since I really want to become entrepreneur or translator, so first things that I have to maintain is my fluency in speaking whenever the languages is. So I have to make it balance with my native one and with the second language that I am recently learning. And those motivate that I really want become to be an important person like working at embassy. So the first thing that I have to straighten is the fluency in speaking that why I have to maintain my fluency in English.

4. How interested are you in English?

Answer : Okay that's a good one. I actually since I want to become the person with able to speak that one language. So I try to make English is my second language and to be my native one and it has been make me to be more active just speaking English. And another reason because like if you have any chance or any ability in any languages so it will enable you to find a proper and profiting future perfect.

5. Does your environment (family, neighbors, friends, etc.) make it a habit to speak English?

Answer : Yes. Because environment treats you to become more active for what kinda thing that you are focus and on. And another is since my mother is English teacher, she tried every day to speak English at our spoken

languages in correct to make it clearly and I also have a fear that she also reasonly study at the same major with me but in another university. So whenever we met or hang out we actually try to use English as our first language. So that why my environment such us family, friends and people with around me are really crucial of your for getting learning English.

6. Have you been taking English speaking courses? Except the courses in campus such as Gampong Inggreh Aceh (GIA) or something else.

Answer : So from my courses experience I took English courses when I was elementary school it was English first. when I live in Jakarta I took my courses because my mom drop me there because she is very busy so she didn't have many time to me so she drop me at English courses and another way like she want me to become more fluently. So that's why the courses that I took in my learning English.

7. Did you join the English speaking club?

Answer : I only join one English club when I was in senior high school. That was the first ever English club that I took in my life.

8. Do you have any special strategies or tricks to improve your speaking English proficiency?

Answer : Yes, I have. First is make the language like the language that you are learning on as your priority. Sometimes like when you try to speak it, you don't have to worry about the pronunciation like if you want to speak fluently just think that you are become more natively. But don't ever forget that the first thing that you have to strength is not the pronunciation because there are bound of vocabulary in whatever the languages city there same pronunciation but the meaning are different. So that why you have to be careful when you speak. The second is when you have a friends or family can speak English just practice with them if you don't have anytime to go to the English any courses. So it will better and be practice to gain you English fluency with your family and friends. And the last one is learn from mistakes and mistakes make us realize and stronger than before.

9. What are the positive factors that increase someone's fluency in speaking English?

Answer : Positive factors of someone when talking English fluently first is about their confident. We have to confident when we speak English don't worry about the pronunciation and grammar. Just speak and confident. The second is practice. If we want to be fluently in speaking English we have to practice it. If we don't practice we will forget the vocabulary and the pronunciation.

10. What do you think are the negative factors that decrease someone's fluency in speaking English?

Answer : The main factor is the laziness. If someone is too lazy learning they would forget everything that they have learned. Because if you want to be fluent in any language the first thing is focus frequently. It will maintain you. And the lack of the language, the lack of your fluency is being decreased with your own laziness. That's why if you want to be fluent in any language don't ever try to be lazy to study.

