

THE ANALYSIS OF THE STUDENTS' ACCURACY,
COMMUNICATION INTRACTION AND FLUENCY IN THEIR
SPEAKING ABILITY
AT THE TENTH GRADE OF MA NAWAWI
DJAMIL MUHAMMADIYAH DURI

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Abstract

The research aimed to know the students' speaking ability at the tenth Grade of MA Nawawi Djamil Muhammadiyah Duri, by using accuracy, communication, interaction, and fluency to assess their speaking ability. Speaking is a productive language skill. It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. The research population was tenth grade students of MA Nawawi Djamil Muhammadiyah Duri in the academic year 2017/2018. The population of the research is 10 students. The sample technique is population sampling. To perform the data, researcher used descriptive quantitative approach. Therefore, it related with statistic, so that researcher uses SPSS V. 17 to analyze the data. To make the reader easy to understanding this research, the data will be presented in tables and chart form. In order to investigate students' accuracy, communication, interaction, and fluency the researcher using oral test it was speaking test. After doing the research of students' accuracy, communication, interaction and fluency in their speaking ability, researcher obtained the result of total mean score is 61.00 "Passed" category.

Key words: Speaking, Ability, Accuracy, Communication, Interaction, and Fluency

ANALISIS KEAKURATAN SISWA, KOMUNIKASI INTRAKSI DAN FLUENSI DALAM KEMAMPUAN BERBICARA MEREKA DI KELAS SEPULUH MA NAWAWI DJAMIL MUHAMMADIYAH DURI

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa kelas X MA Nawawi Djamil Muhammadiyah Duri, dengan menggunakan keakuratan, komunikasi, interaksi, dan kelancaran untuk menilai kemampuan berbicara mereka. Berbicara adalah keterampilan bahasa yang produktif. Artinya berbicara adalah keterampilan seseorang untuk menghasilkan suara yang ada pada makna dan dipahami oleh orang lain, sehingga mampu menciptakan komunikasi yang baik. Populasi penelitian adalah siswa kelas X MA Nawawi Djamil Muhammadiyah Duri pada tahun akademik 2017/2018. Populasi penelitian ini 10 siswa. Teknik pengambilan sampel menggunakan teknik sampel populasi. Dalam menunjukkan data, peneliti menggunakan penelitian deskriptif-kuantitatif. Oleh karena itu, terkait dengan statistik, peneliti menggunakan SPSS V. 17 untuk menganalisis data. Untuk membuat pembaca mudah memahami penelitian ini, data akan disajikan dalam bentuk tabel dan bagan. Untuk menyelidiki akurasi, komunikasi, interaksi, dan kefasihan siswa, peneliti menggunakan tes lisan yaitu tes berbicara. Setelah melakukan penelitian keakuratan, komunikasi, interaksi dan kelancaran siswa dalam kemampuan berbicara mereka, peneliti memperoleh hasil dari nilai rata-rata adalah 61,00 kategori "lulus".

Kata Kunci : Berbicara, kemampuan, Akurat, komunikasi, Interaksi, and kelancaran.

INTRODUCTION

In the growing of technology nowadays, the competence of English speaking or communication is the most priority in learning English because most of technologies : hand phone, computer and other media are needed English as a tool of communication, such as chatting our friend internationally, writing E-mail, Whatsapp and Twitter.

According to Byrne (1984:8) speaking is oral communication. It is a two ways process between speaker and listener and involves productive and receptive skill of understanding, while Huebner (1969:13) states that speaking is the main skill in communication. So it can be understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

In Indonesia English has been learned from junior high school till senior high school even it has been learned from kindergarten and elementary school. Since 2006 to 2013, Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum has been issued by Indonesia National Education Department. Based on Permen No 22/2006, BSNP develops the content standard which covers the scope of each subject matter and competency levels to achieve the standard of graduate competence in certain educational levels. The content standard includes the basic framework, the curriculum structure, competency standard and basic competency of each subject matter in each semester of each educational level.

KTSP sees English as a means of communication both oral and written. To communicate means to comprehend and to transform information, to understand and express mind and feeling, and to improve one's repertoire of knowledge, technology, and culture. Such communication competence means discourse competence, that is, the ability to comprehend or to produce written and oral texts through the four language skills namely listening, speaking, reading, and writing. These four skills are used to perceive and create discourse in social life. Thus, English subject is directed to improve those skills in order to produce the graduates who are capable of communicating and making discourse in English at certain literacy levels (Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum: 2006).

The target of English learning in Junior High School (SMP/MTs) is that learners are able to achieve functional level, in which they communicate both oral and written to solve daily life problems. Meanwhile, Senior High School (SMA/MA) students are expected to achieve informational level, because they are prepared for taking higher education. Epistemic level is considered too demanding for Senior High School students because in Indonesia, English

functions as a foreign language. (Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum: 2006).

The objective of English subject in Senior High Schools is to provide learners with the following abilities: (Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum: 2006).

1. To develop their communicative competence both oral and written to achieve informational literacy level.
2. To possess awareness towards the nature and importance of English in enhancing the nation's competitiveness within a global community and
3. To improve learners' understanding towards the interconnection between language and culture.

In fact, most of students still get problems on their Accuracy, Communication, Interaction, and Fluency in their speaking ability especially on tenth grade at MA Nawawi Djamil Muhammadiyah Duri. Based on the preliminary study and temporary observation on January 14th 2018, the researcher found the phenomenon's are as follows:

1. Some of students are still less of vocabulary mastering.
2. Some of students still have mistaken on pronunciation.
3. Some of students still have low confident on speaking.
4. Their frequency of speaking activities still low frequency.
5. Only a few of them are higher desire on speaking English.
6. Students in majority still have less of a good command of spoken English.
7. Some of them still have less of active communication for their experience in speaking.

Based on the explanation above, it is necessary to conduct a research entitled: The Analysis of the Students' Accuracy, Communication, Interaction, and Fluency in their speaking ability at the tenth grade of MA Nawawi Djamil Muhammadiyah Duri.

Wendy and Listbeth (2011:33) state that speaking is the demanding skill for the teacher to teach. In their own language students are able to express emotions, communicate intonations and

reactions, explore the language and make fun of it, so they expect to be able to do the same in English. In other words, speaking activity must be done on fun situation that make the students feel enjoy to learn it. When the condition of the learning process class are good, enjoy, fun, full of spirits. it will make the brains of the students are processed, so that acquisition process of the students run effectively.

Based on the definitions above, it can be concluded that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. And speaking activity must be set on fun situation.

Then, Ability is also sometimes defined in terms of performance on a particular task or class of tasks. For example, in the report of the Committee on Ability Testing of the U.S. National Research Council, Widgor and Garner (1982:34) define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best." Snow (1994:90) argues that abilities are best understood as "affordances properties of the union of person and environment that exhibit the opportunity structure of a situation and the affectivity structure of the person in taking advantage of the opportunities afforded for learning."

Table.1
The National Corticated descriptive scale

No	Indicators	Scale Score of assessment
1	Speaks fluently with few if any non-native features, such as a foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions. Is able to describe even a complicated topic and to include sub-themes in the description, to develop different viewpoints and to bring the presentation to an appropriate conclusion.	6

2	Speaks fluently without frequent obvious need to search for an expression. Delivery characterised by naturalness, coherence and appropriate length. Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.	5
3	Copes fairly well even in less familiar speech situations. Makes a distinction between formal and informal registers, at least to some extent. Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences. Is obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.	4
4	Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations. Speech may be quite slow but there are few unnatural pauses. Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language. Pronunciation may clearly deviate from target language standards.	3
5	Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication.	2
6	Is able to ask and reply to simple questions dealing with immediate everyday needs. Can make use of simple polite forms. Copes with the very simplest speaking tasks, but communication is slow and very fragmented. Often obliged to resort to nonverbal means in order to be understood.	1

(Charles Alderson, J: 2009, p.61)

Holistic scales express an overall impression of an examinee's ability in one score. When holistic scales are used as rating scales, the raters may be asked to note several different features in the performances or pay attention to overall impression only. The scale is actually a descriptive scale intended for examinees and teaching professionals. It informs them about the rating scale used in the test without too much technical terminology. The actual rating scales for the test have not been published.

Table. 2
The Test of Spoken English rating scale, ETS, 2001b: 29

No	Indicators	Scale Score of assessment
1	<p>Communication almost always effective: task performed very competently.</p> <p>a. Functions performed clearly and effectively</p> <p>b. Appropriate response to audience/situation</p> <p>c. Coherent, with effective use of cohesive devices</p> <p>d. Use of linguistic features almost always effective; communication not affected by minor errors</p>	60
2	<p>Communication generally effective: task performed competently.</p> <p>Functions generally performed clearly and effectively</p> <p>a. Generally appropriate response to audience/situation</p> <p>b. Coherent, with some effective use of cohesive devices</p> <p>c. Use of linguistic features generally effective; communication generally not affected by errors</p>	50
3	<p>Communication somewhat effective: task performed somewhat competently.</p> <p>a. Functions performed somewhat clearly and effectively.</p> <p>b. Somewhat appropriate response to</p>	40

	audience/situation c. Somewhat coherent, with some use of cohesive devices d. Use of linguistic features somewhat effective; communication sometimes affected by errors	
4	Communication generally not effective: task generally performed poorly. a. Functions generally performed unclearly and ineffectively b. Generally inappropriate response to audience/situation c. Generally incoherent, with little use of cohesive devices d. Use of linguistic features generally poor; communication often impeded by major errors	30
5	No effective communication: no evidence of ability to perform task. a. No evidence that functions were performed b. No evidence of ability to respond to audience/situation c. Incoherent, with no use of cohesive devices d. Use of linguistic features poor; communication ineffective due to major errors	20

(Charles Alderson, J: 2009, p.61)

The TSE scale has five levels, which are labelled 20, 30, 40, 50 and 60. There are three versions of the TSE scale. The administrator-oriented, concise scale only describes communication ability in one sentence per level.

Table. 3
The Test of Spoken English band descriptors for Overall features, ETS, 2001b: 30

No	Indicators	Scale Score of assessment
1	Communication almost always effective: task performed very competently.	60

	<p>Speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions.</p> <ul style="list-style-type: none"> a. Native-like repair strategies b. Sophisticated expressions c. Very strong content d. Almost no listener effort required 	
2	<p>Communication generally effective: task performed competently. Speaker volunteers information, sometimes with effort; usually does not run out of time.</p> <ul style="list-style-type: none"> a. Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting b. Expressions sometimes awkward c. Generally strong content d. Little listener effort required 	50
3	<p>Communication somewhat effective: task performed somewhat competently. Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time.</p> <ul style="list-style-type: none"> a. Sometimes excessive, distracting, and ineffective repair strategies used to compensate for linguistic weaknesses (e.g. vocabulary and/or grammar) b. Adequate content c. Some listener effort required 	40
4	<p>Communication generally not effective: task generally performed poorly. Speaker responds with much effort; provides limited speech sample and often runs out of time.</p> <ul style="list-style-type: none"> a. Repair strategies excessive, very distracting, and ineffective b. Much listener effort required c. Difficult to tell if task is fully performed because of linguistic weaknesses, but function can be identified 	30
5	<p>No effective communication: no evidence of ability to perform task.</p>	20

	<p>Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.</p> <ul style="list-style-type: none"> a. Attempts to perform task end in failure b. Only isolated words or phrases intelligible, even with much listener effort c. Function cannot be identified 	
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(Charles Alderson, J: 2009, p.61)

Then, accuracy refers to how much a learner speaks without errors in real-time communication (adapted from Wolfe-Quintero et al., 1998). (Skehan 1996 b: 23 cited in Ellis and Barkhuizen 2005: 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

Based on the statement above the researcher takes the indicators will be assessed such as:

- a. The accurate of grammatical structure.
- b. The accurate of vocabulary.
- c. The accurate of pronunciation.

Communication is the process of acting on information. Someone does or says something, and others think or do something in response to the action or the words as they understand them (Martin Mehl, 2007: 5). Communication is not unique to humans; researchers study communication in other species, as well as between species. For example, you communicate with your pet dog if the dog sits in response to your spoken command, or if you respond to your dog's begging gaze by giving him a treat. However, the focus of this text is human communication, the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages. Let's look at the key components of this definition.

1. Communication is about making sense. We make sense out of what we experience when we begin to interpret what we see, hear, touch, smell, and taste with sensations, feelings, thoughts, and words. Identifying patterns and structure in what we experience is key to making sense out of what happens to us. Although we often think that “making sense out of something” means rationally and

logically interpreting what we experience, we also make sense through intuition, feelings, and emotions.

2. Communication is about sharing sense. We share what we experience by expressing to others and to ourselves what we experience. We typically use words to express our thoughts, but we also use music, art, clothing, and a host of other means to convey what we are thinking and feeling to others.
3. Communication is about creating meaning. As we will see again later in this chapter, it's more appropriate to say that meaning is created through communication rather than sent or transmitted. To say that we send or transmit messages is to imply that what we send is what is received. However, presenting information to others does not mean communication has occurred: "But I told you what to do!" "It's there in the memo. Why didn't you do what I asked?" "It's in the syllabus." These exasperated communicators assumed that if they sent a message, someone would receive it. However, communication does not operate in a simple, linear, what-you-send-is-what-is-received process. Information is not communication. In fact, what is expressed by one person is rarely interpreted by another person precisely as intended.
4. Communication is about verbal and nonverbal messages. We communicate by using symbols, words, sounds, gestures, or visual images that represent thoughts, concepts, objects, or experiences. The words on this page are symbols you use to derive meaning that makes sense to you. Not all symbols are verbal; some are nonverbal. You use gestures, posture, and facial expression, tone of voice, clothing, and jewelry to express ideas, attitudes, and feelings. Nonverbal messages primarily communicate emotions, such as our likes and dislikes, whether we're interested or uninterested, and our feelings of power or lack of power.

Some scholars assert that all human behavior is really communication. When you cross your arms while listening to your friend describe her day, she may conclude that you're not interested in what she's talking about. But it could just be that you're chilly. While all human expression has the potential to communicate a message (someone may act or respond to the information they receive from you), it does not mean that you intentionally are expressing an idea or emotion. People don't always accurately interpret the messages we express—and this unprofound observation has profound implications.

Based on the statement above the researcher takes the indicators will be assessed (Martin Mehl, 2007: 5) such as:

- a. Communication is about making sense.
- b. Communication is about sharing sense.
- c. Communication is about creating meaning.
- d. Communication is about verbal and nonverbal messages.

Allwright and Baily (1991) hold that interaction is something people can do together i.e. collectively. Ellis and Fouts (1999:09) say, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

Most speaking involves interaction with one or more participant. This means the effective oral communication also involves a good deal of listening, and understanding of how the other participants are feeling and knowledge of how they take turns. The main features of interaction can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker's identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register
9. Is jointly constructed

Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge Tricia (2000: 54) adds also that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or in appropriate showiness, or undue hesitation."

Fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly Hughes (2002). From the statement it can be seen that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses.

The researcher provides some relevant research in order to support this study. The first research was carrying out by Salam Mairi “AN ANALYSIS OF SPEAKING FLUENCY LEVEL OF THE ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG (UNP)”. The similarity of this research is the researcher find out the same skill in English that is speaking. The difference of this research is the researcher taken the place in different grade of education, and different method in analysis the research. In this research, there are some indicators that can be shown, seen as follows:

1. The students' ability in speaking accurately.
2. The students' ability in speaking communicatively.
3. The students' ability in speaking interactively.
4. The students' ability in speaking fluently.

METHOD

The design used in this study is the descriptive method by using quantitative approach. According to Gay L.R. (1987: 139), “A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning correct status of the subject of the study.

Furthermore, Creswell (2008:3) states that research is a process of steps used to collect and analyze information to increase the understanding of a topic or issue. It is used to arrange the setting of the research in order to get valid data.

In this case, the research has been conducted at MA Nawawi Djamil Muhammadiyah Duri on tenth grade. It is located on Jl H.

Abd Karim, Balai Makam, Mandau. The research has been conducted on January to May 2018.

The subject of the research is the tenth grade at MA Nawawi Djamil Muhammadiyah Duri. The object of the study is The Students' Accuracy, Communication, Interaction, and Fluency in their speaking ability.

Population is all students on tenth grade at MA Nawawi Djamil Muhammadiyah Duri, because they have learned any aspects of English materials in the few semesters that are going to be observed. The population of this research is the all students of tenth grade at MA Nawawi Djamil Muhammadiyah Duri in academic year 2017 /2018. The tenth grade at MA Nawawi Djamil consists of one class. Total population is 10 respondents.

Sample is a part of population which wants to be analyzed. Therefore, sample will be seen as a notion to population and is not population itself (Bailey, 1994:119).

Table. 4
The Population and Sample

NO	POPULATION	SAMPLE
1	10	10

Source: MA Nawawi Djamil Muhammadiyah Duri

Categories	score	The Criteria of Speaking
Accuracy	5	Consistently maintains a high degree of grammatical and syntactical accuracy, even in complex structures. Consistently chooses vocabulary appropriate for the topic and style. Minor errors may occur.
	4	Mostly maintains a fairly high degree of grammatical and syntactical accuracy. Mostly chooses vocabulary appropriate for the topic and style. Errors may occasionally occur in more complex structures, but do not impede communication.
	3	Often maintains a satisfactory degree of grammatical and syntactical accuracy.

		Often chooses vocabulary appropriate for the topic and style. Errors may sometimes occur in more complex structures, but do not impede communication.
	2	Errors may occur in both simple and complex structures, which may sometimes impede communication. Some vocabulary may be inappropriate for the topic and style.
	1	Errors may occur in both simple and complex structures, which frequently impede communication. Vocabulary may frequently be inappropriate for the topic and style.
Communication	5	Consistently expresses him/herself effectively on complex topics at length. Hesitations are rare. Only a conceptually challenging topic can hinder a natural, smooth flow of language.
	4	Mostly expresses him/herself with ease using both short and longer utterances spontaneously. Some hesitations may occasionally occur, particularly when the topic is conceptually challenging.
	3	Often expresses him/herself with ease using both short and longer utterances spontaneously. Some hesitations may occur. Conceptually challenging topics may sometimes hinder a natural, smooth flow of language.
	2	Often produces both short and longer utterances on familiar topics, but encounters difficulty when dealing with complex topics. Hesitations are frequent enough to disrupt the flow of speech noticeably.

	1	Produces short and occasionally longer utterances on familiar topics, but mostly encounters difficulty when dealing with complex topics. Hesitations are frequent enough to disrupt the flow of speech very noticeably.
Interaction	5	Consistently contributes to the development of complex topics easily and effectively. Consistently understands the interlocutor.
	4	Mostly contributes to the development of complex topics effectively. Mostly understands the interlocutor, though may seek very occasional clarification.
	3	Often contributes to the development of complex topics satisfactorily. Mostly understands the interlocutor, though may seek occasional clarification.
	2	Often contributes to the development of familiar topics, but has difficulty developing complex topics. Can often follow speech on familiar topics, but has difficulty following the interlocutor on complex topics.
	1	Contributes to the development of familiar topics, but has great difficulty developing complex topics. Can follow speech on familiar topics, but has great difficulty following the interlocutor on complex topics.
Fluency	5	Stays on task and communicates effectively; almost always responds appropriately and always develop the interaction.
	4	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.

	3	Stays on task most of the time and communicates effectively; almost always responds appropriately and keeps trying to develops the interaction.
	2	Tries to communicate, but sometimes does not respond appropriately or clearly.
	1	Purpose isn't clear, needs a lot of help communicating; usually does not respond appropriately or clearly.

FINDINGS AND DISCUSSION

The students' accuracy in test of speaking, 7 Students or 70% have criteria "Good" and 3 Students or 30% have criteria "Passed". The highest score is 80 and the lower score is 60. The total scorer in the test is 740 with mean is 74.00. Base on the percentage above the writer can conclude that students' speaking ability in Average level.

The students' communication in test of speaking. 1 Students or 10% have criteria " Good", 4 Students or 40% have criteria "Passed" and 5 Students or 50% have criteria "Poor". The highest score is 80 and the lower score is 40. The total scorer in the test is 520 with mean is 52.00. Base on the percentage above the writer can conclude that students' speaking ability in Passed level.

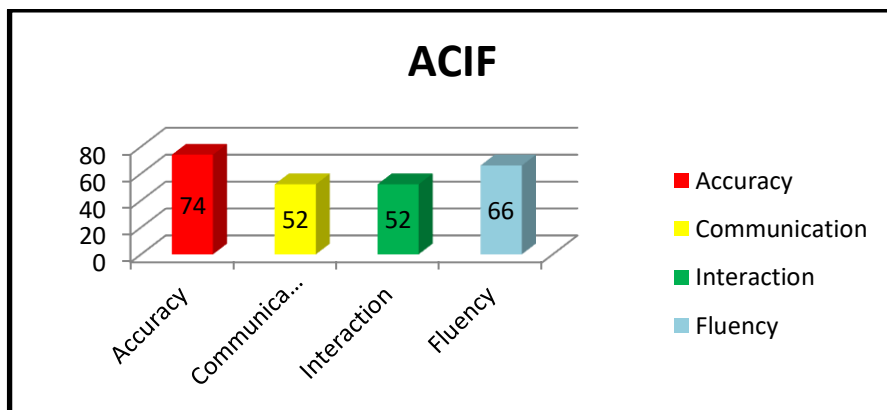
Students' interaction in test of speaking, 2 Students or 20% have criteria "Good", 3 Students or 30% have criteria "Passed" and 5 Students or 50% have criteria "Poor". The highest score is 80 and the lower score is 20. The total scorer in the test is 520 with mean is 52.00. Base on the percentage above the writer can conclude that students' speaking ability in Passed level.

Students' fluency in test of speaking, 4 Students or 40% have criteria "Good", 5 Students or 50% have criteria "Passed" and 1 Students or 10% have criteria "Poor". The highest score is 80 and the lower score is 40. The total scorer in the test is 660 with mean is 66.00.

Table IV.13
Result and Statistic of Students Score and Ability in Accuracy, Communication, Interaction and Fluency

No	Part of Speaking	Score	Mean	Result
1	Accuracy	740	74.00	Average
2	Communication	520	52.00	Passed
3	Interaction	520	52.00	Passed
4	Fluency	660	66.00	Average

Chart IV.1
The Graphic of Students' Accuracy, Communication, Interaction and Fluency



Base on the result of student's speaking ability by the criteria of measured in this research, that is the Student's Accuracy in speaking ability is higher than Communication, Interaction, And Fluency and the Student's not bad in Fluency higher than Communication and Interaction. The students are lack in speaking communication and interaction.

CONCLUSION

The students' speaking ability at the tenth grade of MA Nawawi Djamil Muhammadiyah Duri. From the result of the test that assessted by using the tool with these criterias: Accuracy, Communication, Interaction, and Fluency , showed that the students' speaking ability is under average need more improvement.

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