

## STUDENTS' SPEAKING SKILL OF PROCEDURE TEXT AT XI GRADE OF SOCIAL SCIENCES 2 OF SMAN 1 KAMPAR

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### **ABSTRACT**

This research aims to describe the students' speaking skill of procedure text at grade XI IPS 2 SMAN 1 Kampar academic year 2016/2017. The subjects of this research were consisted 31 students. The method of this research is descriptive method. Based on the data analysis of the research showed that the average of the students' achievement at the XI Grade IPS 2 in speaking skill is 51. It is categorise in weak level. Furthermore, the students' speaking skill of procedure text at XI grade IPS 2 showed that 9 or 29% the students could learning speaking of procedure text. Meanwhile, 22 or 71% could not understand of speaking procedure text. It is supported the result of the students' speaking skill of procedure text is still low.

**Keywords:** *Students' speaking skill , procedure text*

### **ABSTRAK**

Penelitian ini dilaksanakan untuk menggambarkan keterampilan mendengar siswa dalam pelajaran Procedure Text di kelas XI IPS 2 SMAN 1 Kampar tahun ajaran 2016/2017. Subyek penelitian ini berjumlah 31 siswa. Metode penelitian ini adalah metode Descriptive. Berdasarkan data analisis dalam hasil penelitian menunjukkan bahwa rata-rata prestasi belajar siswa kelas XI IPS 2 dalam presentasi cara membuat sesuatu atau teks procedure adalah 51. Itu dikategorikan dalam level yang lemah. Selanjutnya, keterampilan Berbicara siswa pada text procedure di kelas XI IPS 2 menunjukkan bahwa 9 atau 29% siswa bisa mengikuti pelajaran teks prosedur khususnya dalam keterampilan berbicara. Sementara itu, 22 atau 71% siswa tidak bisa mengikuti pelajaran teks prosedur khususnya dalam keterampilan berbicara.

**Kata kunci :** *Keterampilan Berbicara siswa , procedure text*

## INTRODUCTION

Language is very important in lives, because it is always used in daily activity to communicate with others. We can not communicate each other without language, because it is one of the communication tools used by people in general. We can use the language to convey the messages or to express the ideas through oral, written, or signal languages.

English as the foreign language taught in every school from the elementary to the university level. The study of foreign language as the compulsory subject for the students who learn their first foreign language. The students study it by mastering the four basic languages namely: listening, speaking, reading and writing. There is none that most important than the others. In this study the Researcher will discuss about Speaking Skill.

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the students to express their ideas orally in foreign language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

Speaking is important for the students to practice their capability and their understanding, how to send idea, and how to spell word well. In this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Speaking skill to convey our ideas, opinions or message orally. Speaking skill is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking skill in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

Teaching speaking skill is very important part in second language learning. The skill to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking skill so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking, especially of procedure text.

As stipulated in Curriculum 2013 as the basic competence (*kompetensi dasar*) the procedure text should be acquired by the eleventh grade students of senior high school. The students are expected to grasp the meaning of the procedure text both oral and written in the form of manual and tips. It means that the students have to be able to

speaking a very simple short procedure text. The purpose of the text is to instruct how to do something or make something in particular structures such as goal, materials, method and conclusion.

In this study, procedure text is taught in spoken form (oral text). Besides, this text is used as materials in teaching learning process. Students express instructions to do or make something through a sequence of steps and practice it.

Based on the observation of SMAN I Kampar, The students learn how to clean bad room in speaking class. The teacher make a group and each group consists of 2 students. The teacher give explanation of procedure text to the students. After explanation is finish, The teacher will call the group one by one and asked the students to presentation how to clean bed room.

Based on interview with English Teacher of Senior High School 1 Kampar at XI Grade of social Sciences 2, The Researcher obtained information about the results of the students at XI grade of social sciences 2 that the result of the students scores is low, especially in teaching Speaking Skill of procedure Text. Only a few students get good score. Thus the result of these interviews with English teacher of Senior High School 1 Kampar.

In this case, learning procedure text usually practice how to make something or how something can be done. Sometimes, students write in a piece of paper how to clean bad room first, because the students will easier to presentation with use preparation and see a note book than only presentation without preparation. But learning procedure text often teach in oral text than written text. Learning procedure text is a text that give us instruction to doing something through a sequence of action or steps such us how to use computer, how to call someone, how to make cake and etc.

From the example of procedure text, the students only learn the procedure text has been known and unknown, in this study of procedure text, students must understand the generic structure of procedure text that are the goal, the materials or tools and steps. The goal give information about or purposes. Materials is a lists of ingredients that we need to procedure text. And the last is steps, a list of instruction or activity to get the purpose in the right steps. If the students can master the Generic structure of procedure text, students will be easier to understand the procedure text.

In this case, the students' speaking skill of procedure text are lack. The students had a problem in speaking skill such us difficulties to expressing the ideas, lack of vocabulary and lack of grammar understanding. In expressing the ideas, students difficult to rearrange word by word orally. in vocabulary the students do not have preparation when presentation of procedure text, that's way the students still lack of vocabulary. Then, the students have lack of grammar understanding. In grammar understanding there are many formulas that must be master by the students. The characteristic of procedure text simple present tense.

In addition speaking is one of the most difficult aspects for students to master. The students have to master all components of speaking skill in order to speak clearly and fluently. Fulcher and Davidson (2006:94) state that there are five components of speaking skill that can be defined as follows:

#### 1. Accent

Accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may be identified with the locality in which its speakers reside (a regional or geographical accent), the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent). It is concerned on the pronunciation that produced by the students whatever it is like native or foreign accent or not.

#### 2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, 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. Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko,

2004:24).

### 3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk,2003:87).

It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral

vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

#### 4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

#### 5. 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 risks (Cohen et al., 2005:51). 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.

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning y doing much practice in speaking.

Thus, based on eplanation about speaking skill is to convey our ideas, opinions or message orally. Speaking a skill is always used in everyday life, it is the only one way

when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

## **Method**

Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989). For example, a descriptive study might employ methods of analyzing correlations between multiple variables by using tests such as Pearson's Product Moment correlation, regression, or multiple regression analysis.

Three main purposes of research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993).

Based on explanation above, my opinion about descriptive research is a research only use one variables and purpose of this research is to analysis and to describe about a fact of a subject. The case of this research was students' speaking skill of procedure text.

The population of this research is the second grade students of SMAN I Kampar. It consists of 8 classes and the total number of students 200 students. Three classes from MIPA and three classes from IPS, consist of 80 male and 120 female.

The sample is part of a population that is expected to represent the population in the study. Kumar (1996:148) explains sampling is the process of selecting a few from bigger group to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Therefore, from the population of SMAN I Kampar kota which consist of 275 students of second grade, the researcher used cluster random sampling technique. Cluster random sampling technique is a technique selecting sample randomly by the groups not individuals. In this case, XI social sciences 2 was selected as sample of this reserach which consist of 32 students.

## **Finding and discussion**

This research was conducted in SMAN I Kampar located in Air Tiris, Kampar, Riau. The total of students in XI grade of social sciences 2 are 32. They are consists of 14 male and 18 female. The main concern of this study was focused on describing students' speaking skill of procedure text at XI grade of social sciences 2 of SMAN I Kampar.

In order to got the data of this research, the researcher used the test and questionnaire. The test was used to measure the students' speaking skill of procedure text at XI grade of social sciences 2 of <sup>33</sup> SMAN I Kampar. The researcher gave test to the students regard to indicator of speaking skill of procedure text. Speaking skill of procedure text was devided into five indicators. They were accent, grammar, vocabulary, fluency and comprehension. The questionnaire was used to got specific information by the students responses dealing with the students' speaking skill of procedure text at XI grade of social sciences 2 of SMAN I Kampar. In calculating the mean score of the students speaking skill of procedure text of test, the researcher calculated the mean score in each indicators, the data follows:



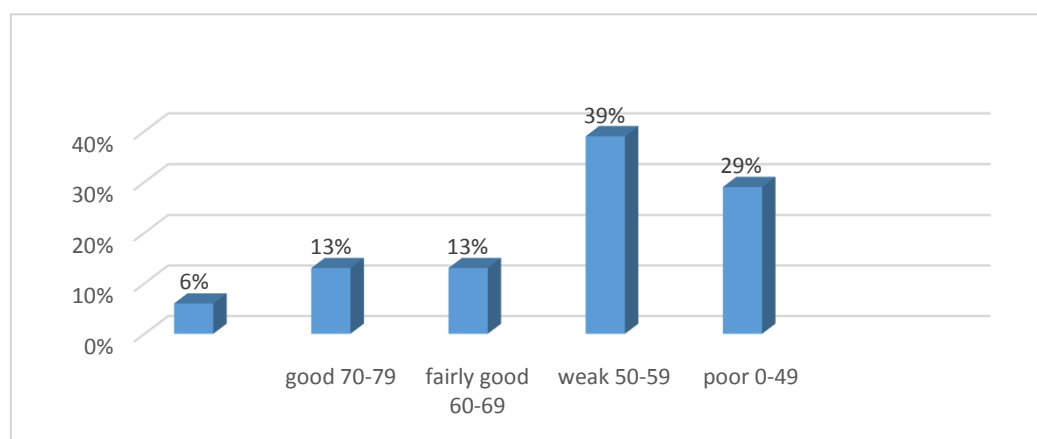
**Table 4.1**  
**The Percentage of the Students' Speaking Skill of Procedure Text of Accent**

No	Score / Range	Ability Level	Frequency	Percentage
1.	80 – 100	Excellent	15	48 %
2.	70 – 79	Good	8	26 %
3.	60 – 69	Fairly Good	2	6 %
4.	50 – 59	Weak	3	10 %
5.	0 – 49	Poor	3	10%
Total			31	100 %

Based on the table above, can be seen that are 15 students or 48% obtained excellent level, the students got excellent level they were native pronunciation, with no trace of foreign. 8 students or 26% obtained good level, the students got good level they were no conspicuous and mispronunciation, but would not be taken for native speakers'. 2 students or 6% obtained fairly good level, the students got fairly good level they were marked " foreign accent " and occasional mispronunciation which do not interfere with understanding. 3 students or 10% obtained weak level, the students got weak level

they were frequent gross errors and very heavy accent make understanding difficult require frequent repetition. and 3 students or 10% obtained poor level. The students got poor level is they pronunciation frequently unintelligible. The mean score result of the students' speaking skill of procedure text of accent is 66. It mean the students' speaking skill of procedure text of accent is categorized fairly

good level.



**Figure 4.2**

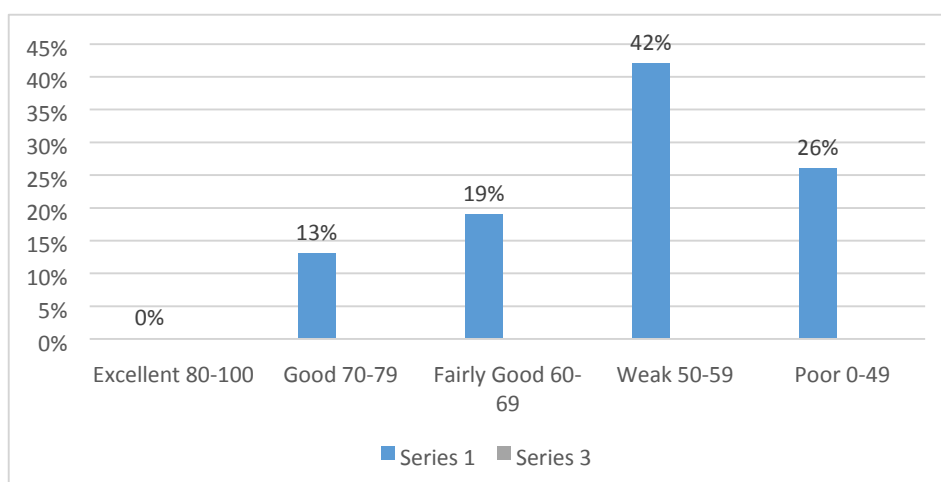
#### **The Percentage of the Students' Speaking Skill of Procedure Text of Grammar**

Based on the figure above, can be seen that are 2 students or 6% obtained excellent level, the students get excellent level they were no more than errors during presentation. 4 students or 13% obtained good level, this students few errors, with no patterns of failure. 4 students or 13% obtained fairly good level, the students get fairly good level was occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 12 students or 39% obtained weak level, this students Constants errors showing control of very few major patterns and frequently preventing communication. While 9 students or 29% obtained poor level. The students got poor level was Grammar almost entirely inaccurate except in stock phrases. The mean score result of the students speaking skill of procedure text in grammar is 32. It mean that the students' speaking skill of procedure text of grammar is categorize poor level.

**Table 4.3**  
**The Percentage of the Students' Speaking Skill of Procedure Text of Vocabulary**

No	Score / Range	Ability Level	Frequency	Percentage
1.	80 – 100	Excellent	3	10 %
2.	70 – 79	Good	2	6 %
3.	60 – 69	Fairly Good	4	13 %
4.	50 – 59	Weak	15	48 %
5.	0 – 49	Poor	7	23 %
Total			31	100 %

Based on the table above, can be seen that are 3 students or 10% obtained excellent level, this students Profesional vocabulary broad and precise, general vocabulary adequate to cope with complex practical and varied social situation. 2 students or 6% obtained good level, this students Profesional vocabulary adequate to discuss special interests general vocabulary permit discussion of any technical subject with some circumlocution. 4 students or 13% obtained fairly good level, This students Choice of word sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics. 15 students or 48% obtained weak level, and 7 students or 23% obtained poor level. This students Vocabulary limited to basic personal. The mean score result of the students speaking skill of procedure text of vocabulary of test 1 is 50. It means that the students' speaking skill of procedure text of grammar is categorized weak level.



**Figure 4.4**

#### **The Percentage of the Students' Speaking Skill of Procedure Text of Fluency**

Based on the figure above, can be seen that are 4 students or 13% obtained good level, this students Speech on all professional and general topics as effortless and smooth as native speaker's. 6 students or 19% obtained fairly good level, this students Speech is effortless and smooth, but perceptively non-native in speed and evenness. 13 students 42% obtained weak level, this students Speech is very slow and uneven except for short or routine sentence. and 8 students or 26% obtained poor level. This students Speech is so halting fragmentary that conversation is virtually imposible. The mean score result of the students speaking skill of procedure text of accent of test 1 is 54. It mean that the students speaking skill of procedure text of accent is categorize weak level.

Table 4.5

**The Percentage of the Students' Speaking Skill of Procedure Text of Comprehension**

No	Score / Range	Ability Level	Frequency	Percentage
1.	80 – 100	Excellent	0	0 %
2.	70 – 79	Good	2	6%
3.	60 – 69	Fairly Good	3	10%
4.	50 – 59	Weak	17	55%
5.	0 – 49	Poor	9	29%
Total			31	100 %

Based on the table above, can be seen that are 2 students or 6% obtained good level, This students Understand everything in morals educated conversation except for very coolgual or low-frequency items or exceptionally rapid slurred speech. 3 students or 10% obtained fairly good level, this students Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrase.17 students or 55% obtained weak level, this students Understand only slow, very simple speech common social and touristic, requires constant repetition and rephrasing.and 9 students or 29% obtained poor level. This students Understand too litle for the simplest type of conversation.The mean score result of the students speaking skill of procedure text of accent of test 1 is 50. It means the students speaking skill of comprehension is categorized weak level.

**Table 4.6**

*The Recapitulation of Mean Score of Total Frequency Rang Ability in Test 1*

No.	Indicators of Speaking skill of Procedure Text	Frequency	Percentage
1	Accent	331	66%
2	Grammar	159	32%
3	Vocabulary	245	50%
4	Fluency	270	54%
5	Comprehension	245	50%
<b>Total</b>		<b>1250</b>	<b>51%</b>

Based on the table above, the mean score result of total frequency range ability in test 1 is 51. The mean score of test 1 is located at category 50-59. So, the categorize of the students' speaking skill of procedure text of test 1 is weak level.

**Table 4.7**

**The Percentage of the Students Score in Presentation of Procedure**

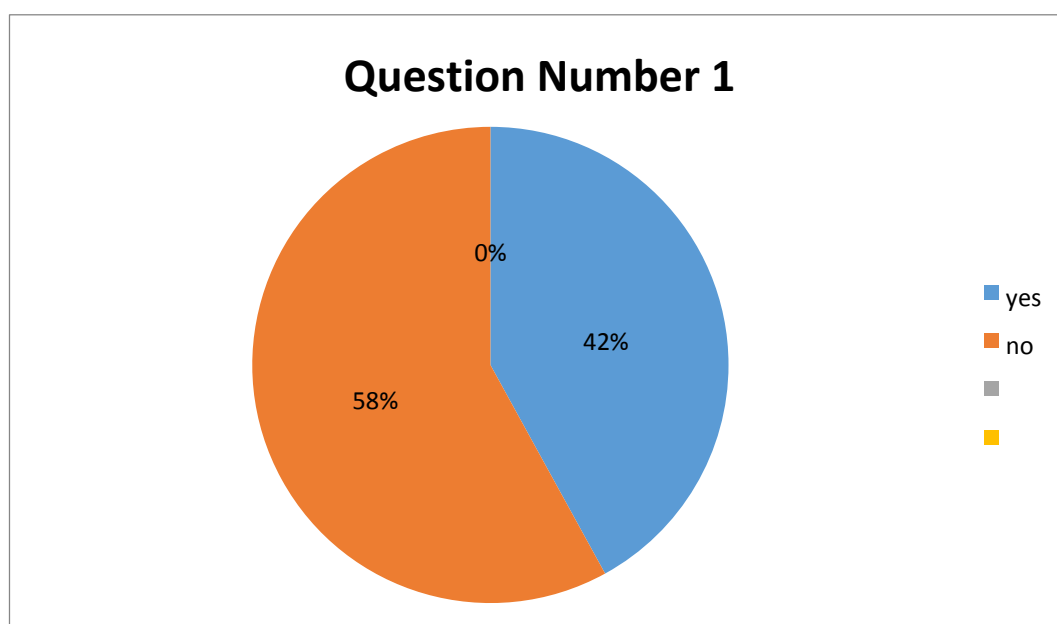
*Text*

No	Score /Range	Ability Level	Frequency	Percentage
1	80 - 100	Excellent	2	6%
2	70 - 79	Good	4	12%
3	60 - 69	Fairly Good	5	17%
4	50 - 59	Weak	8	26%
5	0 - 49	Poor	12	39%
<b>Total</b>			<b>31</b>	<b>100%</b>

Based on the table above, can be seen that are 2 students or 6% obtained excellent, 4 students or 12% obtained good level, 5 or 17% students obtained fairly good level, 8 or 26% obtained weak level, and 12 or 39% students obtained poor level. The mean score result of students' individual score in presentation of procedure text in test 1 is 32. It can be conclude that the students individual score in presentation of procedure text in test 1 is categorized in poor level.

### **The Result of Questionnaire**

The result of the questionnaire was analyzed to get specific information dealing with students' speaking skill of procedure text at XI grade of social sciences 2 of SMAN I Kampar. To make them clear the researcher analyzed each categorize of the questionnaire as follows:

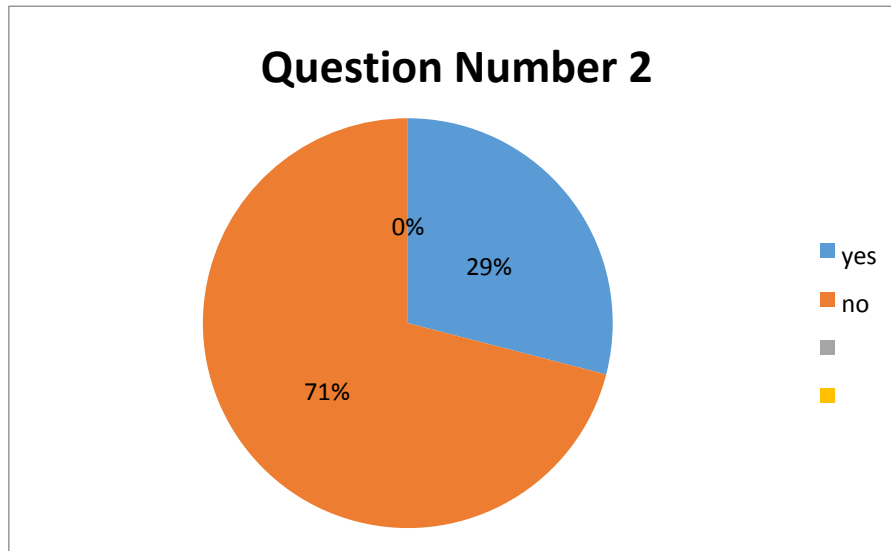


**Figure 4.8**

### **The Students' Opinion Like to Learn English**

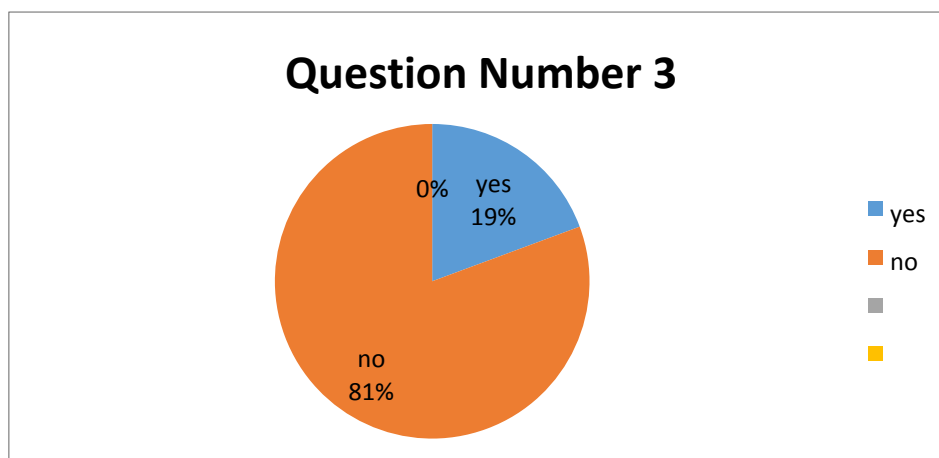
Based on the picture above, 13 or 42% the students like learn English. They felt enjoy when learn English, and the students felt learn English is interesting bacuase they

said the teacher always give motivation in learning process. Meanwhile, 18 or 58% did not learn English. The students said that English is difficult subject. And they also were not understand English.



**Figure 4.9**  
**The Students' Opinion in Speaking English**

Based on the picture above, 9 students or 29% like to speak English because the students think that speak English is important for the future. Beside that 22 or 71% the students dislike speak English. The students felt difficult when speak English because they have limited in vocabulary.

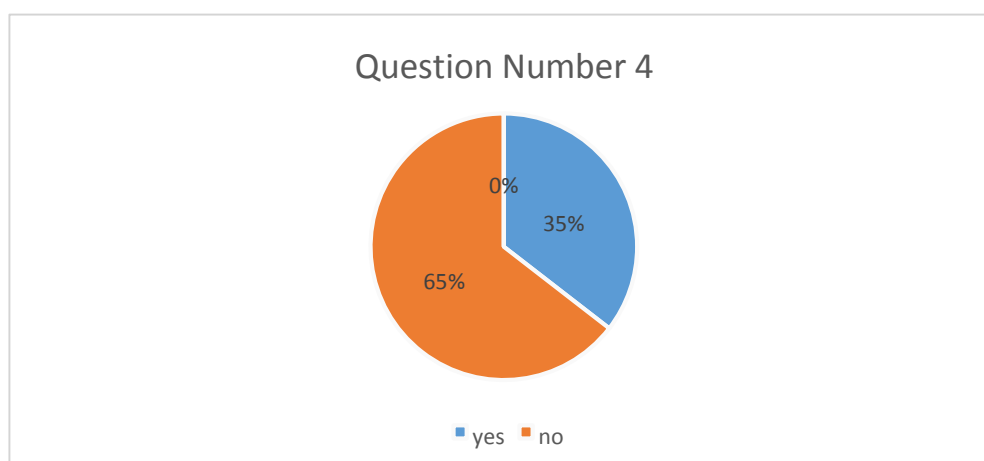




**Picture 4.10**

**The Students' Opinion presentation how to make orange juice**

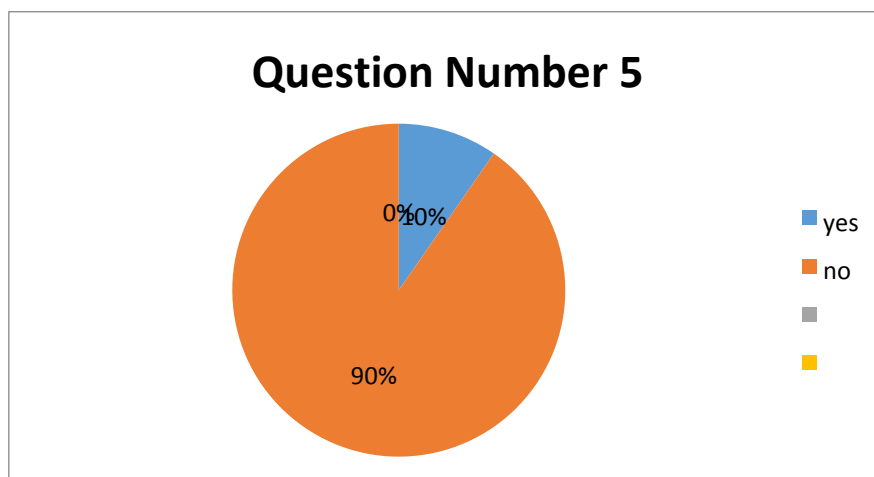
Based on the picture of the first question, 6 students or 19% the students can presentation how to make orange juice. This is caused some students always speak English in the class, and when presentation how to make orange juice this students will easier to presentation in the class. Meanwhile, 25 students or 81% can not presentation how to make orange juice in the class. The students said that can not presentation in the class without text. It means this students can not presentation how to make orange juice orally, this caused by some students rarely presentation in the class.



**Picture 4.11**

*The Students' Opinion Have Good Grammar in Speaking*

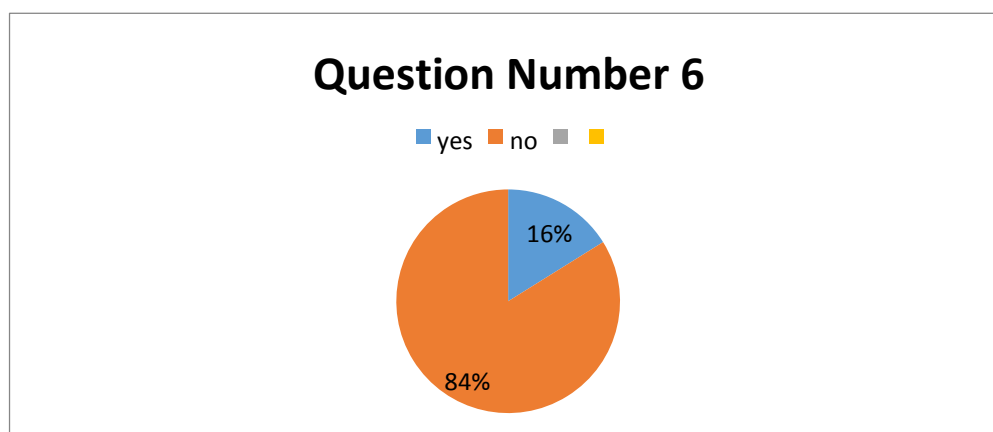
Based on the picture of the second question, 11 students or 35% the students have good grammar in presentation how to make orange juice. This caused students understand the grammatical of procedure text, so that they easier to have good grammar in presentation how to make orange juice. Meanwhile, 20 or 65 % students do not have good grammar in presentation how to make orange juice because they said grammar is not important in speaking skill, that's way the students do not care about grammar when practice how to make orange juice in the class.



**Table 4.12**

**The Students' Opinion Can Presentation like Native Speakers'**

Based on the picture of the third question, 3 or 10% the students can presentation in the class like native speakers. Almost all the students say that they do not understand how to speak english like native speakers. and the students said that speak english is difficult. Meanwhile 28 or 90% the students can not presentation like native speakers'. this is because the students can not speak english and rarely speak English.

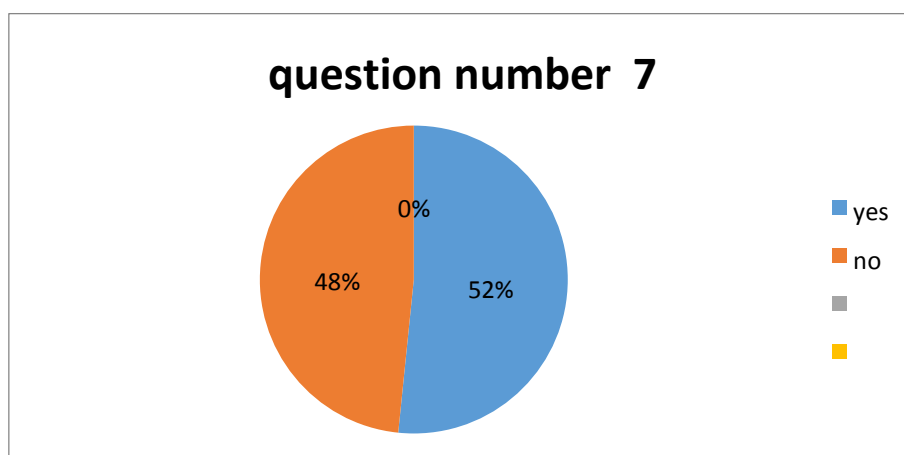


**Picture 4.13**

***The students' Opinion find New Word in Speaking***

Based on the picture of the fourth question, 5 or 16% of students can found new word when presentation in the class. The students mentioned that they master

vocabulary. So, the students will find new word when presentation in the class. Meanwhile, 26 or 84% students did not find new word when presentation in the class because the students lazy to memorize word by word and the students lazy to bring dictionary in the class.



**Picture 4.14**  
**The Students Opinion in Comprehending in speaking**

Based on the of the fifth question, 16 or 52% of the students understand what they presentation in the class, and this students have good in comprehending in speaking. Meanwhile 15 or 48 % of the students can not understand what they presentation, and the students mentioned that they confuse in speaking.

From the data above, the researcher conclude that 9 or 29% the students answer yes. It mean the students could learn speaking of procedure text. Meanwhile, 22 or 71% answer no. It is indicate the students did not want learning English especially in learning speaking of procedure text.

The researcher carried out the research at XI grade of social sciences 2 of SMAN I Kampar, the result was analyzed to make sure how the students' speaking skill of procedure text test. In analyzing the students' speaking skill of procedure text, the researcher used the test. The researcher make A title of procedure text, and after that the students presentation in the class. The test related with indicators of speaking skill of procedure text. The indicators are: Accent, Grammar, Vocabulary, Fluency and Comprehension

From the findings of the research, the mean score of test is 51. The mean score result of test is located at category 50-59. The categorize of the students speaking skill of procedure text of test is weak level. It mean the students have problem in speaking skill of procedure text.

The students problem in speaking skill of procedure text are:

First, The students skill in using appropriate vocabulary was weak level because the mean score of the students speaking skill of procedure text of vocabulary was 50%. It means that the students did not have mastered vocabulary well that relate to the presentation how to make something. The students was lazy bring dictionary in the class, when presentation the students did not have preparation, that's way the students still lack of vocabulary. It is related with the result of questionnaire, 84% of the students have problem in vocabulary, the students said that lazy to memorize word by word in English, and the students rarely speak English in the class, that's way the students can not get the new word when presentation of procedure text. Meanwhile, 26% of teh students can found the new word when presentation in the class, the students said that they always speak english with the teacher, it mean the students would easier when presentation in the class.

Second, the students skill in using appropriate grammar is presentation how to make something was very bad. The mean score of the students speaking skill of grammar is 32%. It is located at category 0-49. So, the categorize of the students speaking skill of grammar is poor level. It means the students grammar understanding is bad in speaking skill of procedure text. Teh students did not care about grammar, and teh students did not use simple present tense when presentation how to make something. The students can not considered the grammar well. It is related with the result of quetionnaire, 65% students hve problem in grammar. The students said that grammar is not important in speaking. Meanwhile, 35% students have good grammar in presentation how to make something in the class. They said that they master in grammatical of procedure text. That's way the students have understood how to use appropriate grammar in presentation how to make something in the class.

Third, the students difficulties to expressing the ideas when presentation how to ake something in the class. The students difficult to rearrange word by word orally. It is

indicate the students afraid if make a mistake in the class and did not confidence when presentation.

The students think that if make a mistake their teacher would angry. Based on the result of the questionnaire, 81% students can not presentation how to make orange juice in the class. The students said that they can not presentation how to make orange juice without text. This students can not presentation orally, because they were difficult to expressing the ideas when presentation.

It can be conclude that, the students speaking skill of procedure text is low. Especially in understanding of grammar, vocabulary and the last is students were difficult to expressing the ideas when presentation.

In this discussion of the result of students score and questionnaire of speaking skill of procedure text. The result of test of the students was low. score the range showed that the mean score of test 1. The test 1 of the students are categories excellent both poor. It mean the level of excellent is two students or 6%, the level good is four or 12 students, the fairly good level is five or 17% students, the weak level is 8 or 26% students and the last is poor level around twelve or 39% students.

From the discussion above the level of students in the test are low or poor. The students problem in speaking skill of procedure text are: The students were lack of vocabulary, It is indicate the students would not bring dictionary and would not speak english in the class. The students should be learn more and always speak english with friends or teacher in the class or out door.

Then, the students have bad grammar in speaking especially when in presentation how to make orange juice. The students were not understand the grammatical of procedure text. The students should be learn more about grammar and ask the teacher if did not understand about the formulas, simple present tense should be use in procedure text.

And the last, the students difficult to expressing the ideas, it is indicate the students rarely presentation in the class, and rarely practice with friends. The students should be learn to presentation in the class and try to preapred before presentation.

The students low score in speaking skill because they did not seriously to study especially in study speaking skill of procedure text. As we know that some students in the level of English in senior high school is lower that are they did not like to study English. It is relationship with the result of questionnaire. The researcher saw that the students was bored when study English, the students dislike to speak English because they think speak English is difficult.

A study done in Oman by Al-Hosin (2014) also indicated that learners were passive in class and when given chance to discuss they used mother tongue in their study groups due to inadequate vocabulary, weak sentence building skills, grammar structures, fear of making mistakes in front of their classmates thus kept quiet. This has led to teachers using teacher centered methodology like repetition drills, memorization and lecture method (Mwamba, 2005).

Boring and stressful classroom environments do not encourage students to be creative or analytical, and tasks that only require students to listen and imitate demotivate them. Students have no responsibilities in the classroom and are negative learners. Even if they have the opportunity to participate, they will not take it, because they are afraid to make mistakes. (Alharbi 2015: 108).

Based on some expert above, the researcher conclude that in learning speaking skill is difficult for the students, most of the students did not want to practice in the class. The students should improve their speaking skill, and it will be successful if the teacher give motivation to the students about important to speak english.

## **Conclusion**

This chapter deals with the conclusions concerning the result of the result. The research focused on the students speaking skill of procedure text at XI grade of social sciences 2 of SMA I Kampar.

Based on the data presentation and analysis in the previous chapter, the researcher gets conclusion from the research. The students speaking skill of procedure text is low. The result show the mean score is 51. It is classified that the students' score in speaking skill of procedure text in test 1 is in weak level.

The result of questionnaire showed that 9 or 29% the students could learning speaking of procedure text. Meanwhile, 22 or 71% could not understand of speaking procedure text. It is supported the result of the students' speaking skill of procedure text is still low.

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