

A Case Study of Speaking Abilities Used by 8th Graders in SMPN 13 Surabaya

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Abstrak

Berbicara adalah salah satu kemampuan penting yang siswa seharusnya kuasai dalam pembelajaran bahasa Inggris. Hal tersebut mempunyai tujuan yaitu untuk menyampaikan ide-ide, perasaan, pendapat secara lisan yang dapat menciptakan komunikasi dengan orang lain. Oleh karena itu, guru mempunyai kewajiban untuk mengajarkan kemampuan berbicara kepada siswa di dalam kelas tetapi pada umumnya siswa mempunyai masalah terhadap bahasa asing karena bahasa pertama mereka. Hal tersebut menyebabkan kemampuan bahasa Inggris mereka kurang baik di implementasikan saat pembelajaran bahasa Inggris. Akan tetapi, peneliti telah menemukan sesuatu yang unik pada siswi kelas 8 SMP. Siswi ini mempunyai kemampuan yang bagus dalam berbicara bahasa Inggris seperti native speaker. Pada hal ini, tujuan dari penelitian adalah menemukan macam dan pola dari kemampuan berbicara bahasa Inggris yang siswi gunakan. Peneliti menggunakan desain penelitian kualitatif dengan melakukan observasi, memberikan kuesioner, dan mengaplikasikan wawancara sebagai instrument penelitian. Penelitian di lakukan selama tujuh kali di SMPN 13 Surabaya. Dalam menganalisis data ini, peneliti menggunakan catatan lapangan untuk mengobservasi tingkah laku siswi, kuesioner struktur untuk mengetahui kemampuan pembelajaran berbicara, pertanyaan semi struktur untuk wawancara untuk memahami lebih dalam tentang data mengenai kemampuan berbicara. Hasil menunjukkan bahwa ada tiga kemampuan berbicara yang siswi gunakan yaitu imitative, intensif, dan interaktif. Sebagai polanya, imitative dan interaktif adalah kemampuan yang sering di gunakan siswi setiap waktu. Sedangkan intensif, siswi menggunakan itu pada waktu tertentu seperti kebanyakan saat siswi mengerjakan latihan-latihan. Kemampuan tersebut sangat berharga dan bermanfaat untuk menjadikan perkembangan dasar pada peningkatan keterampilan berbicara.

Kata kunci: Keterampilan Berbicara, Kemampuan Berbicara, Kemampuan Pembelajaran Bahasa.

Abstract

Speaking is one of necessary skill which students should master in learning English. It has aim for delivering their ideas, feelings, arguments orally which can create communication with others. Therefore, teacher has obligation to teach speaking in the class but regularly students have problem on second language because of their mother tongue. It causes that their speaking skill is less good to be implemented since the process of learning English. However, the researcher has found something unique in female student in 8th grader of junior high school. This student has great skill in speaking English like native speaker. For this case, the purpose of this research is to find out the kinds and patterns of speaking abilities that student uses. The researcher used qualitative research design by doing observation, giving questionnaire and applying interview as the research instrument. The research was conducted during seven times in SMPN 13 Surabaya. In analyzing the data, the researcher used field notes for observing the student's behavior, structured questionnaire for knowing the learning abilities of speaking, and semi-structured question for the interview to understand more about her data toward speaking abilities. The result showed that there were three of speaking abilities that student used namely imitative, intensive, and interactive. As the patterns, imitative and interactive were mostly common used by student in every time. While intensive, student used it in particular time such as mostly since she did the exercises. The abilities are very value and beneficial for becoming the basic development in enhancing speaking skill.

Key words: Speaking skill, Speaking ability, language learning ability

INTRODUCTION

For interacting to other people, human uses language which is very necessary to connect each other as a tool of communication. The language aims to deliver the ideas in getting meaning of the messages so that it should be mastered in this life. Thus, language is needed to be part of kinds of views namely education, occupation, technology and science. In order to make people pass those things, they must learn and master English which becomes international language. For that reason, English must be taught in Indonesia's schools start from primary until university level (Komaria, 1998:29) because of international language.

In learning English, there are four skills that students should comprehend namely listening, speaking, reading, and writing. Listening and reading skills belong to receptive skills, while speaking and writing skills belong to productive skills. All of those must be taught equally. However, they are not simple for students to comprehend, especially for speaking skill. It is caused that English is not their mother tongue, so that they get difficulties for saying it correctly.

The goal of learning English was making the students to be able on communicating (Larsen-Freeman, 2000). Hence, speaking is the main crucial skill where all students had to achieve in English language. By speaking, they can express their ideas, emotions, and information to others. It will make them easier for doing communication successfully. Moreover, this is very useful to help them on considering how they can interact and give response other people. In order to make students successful in speaking, they should have particular learning abilities for developing their skills.

Speaking ability is the productive skill that student must mastered for delivering their ideas, emotions, feeling, arguments orally to enhance speaking skill. It may create communication with others. Nowadays, teaching English in Indonesia is regarded unsuccessful. It is according to the reseracher's experiances when doing studying in high school. Most of secondary student did not enable to speak English. Moreover, those who graduated from junior high school do not have adequate ability for speaking English (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011).

The researcher here also got a problem that students were not able to speak English well by observing the students in SMPN 13 Surabaya, particularly in 8th grade. They had difficulty on creating sentences or communication orally. They usually tended to do exercise rather than speak up. After observing in the class 8f, the researcher found there was something unieq that is female student who can speak English well. She has ability on doing conversation in English fluently. The way how she spoke was very unique as like a native speaker. She was very active to speak English in the class, even though it was out of the topic. She speoke English to the teacher very well.

As the research of Bougandoura, F. (2012) proved that having trouble on EFL was not only from the lack of

knowledge (grammar, pronunciation, vocabulary, etc) but also less practices and conversational classroom activity. It impacted the students had little chance to speak English fluently. Therefore, they could not do exercises for increasing their speaking ability habitually. Researcher suggested that students should develop basic interactive skills which were essential for English learning process. She wanted to promote oral interaction which might be applied in the class in order to make the students were able to be participant actively. Here, researcher said that making small group is the effective way to avoid the use of mother tongue because it employed the interaction activity. So, interactive skill became the main ability which could support conversation occurred to enhance student's speaking ability.

Actually, there were many learning abilities for improving speaking skills. Students could do kinds of activities such as listening to the English song, watching English movie, reading an English novel, playing role play, etc. They might choose the best way of those strategies based on their necessity. Based on the explanation before, the researcher wanted to conduct the research which was about a case study. She needed to investigate what the learning strategies for enhancing speaking skill by describing what kinds of strategies that female student used. So, here the researcher write the title of research is about "A Case Study of Speaking Strategies Used By 8th Graders in SMPN 13 Surabaya"

According to the brief explanation above, the researcher formulates the research question as follow:

1. What kind of abilities does the eighth grader use to enhance speaking skill?
2. What pattern of abilities used by the eighth grader to enhance speaking skill?

METHOD

This research is conducted as a case study which analyzed the single unit to be described in-depth (Ary, et al, 2010). The researcher wanted to investigate the learning abilities which eight grader used for enhancing speaking skill. Hence, this study used qualitative research for being the research design that gained the data in form of words or naration.

The subject of this research was an female student of 8th grader in SMPN 13 Surabaya, particularly in 8F. It was chosen because the researcher ever had teaching practice there and found something unique from one of students in the class. She was different with her friends. She was having good skill on speaking English. She was very active to speak English fluently with her teacher when the English learning process began. So, the researcher was interested to describe what the learning abilities that student used for enhancing her speaking skill.

In collecting the data, the researcher used three intruments namely observation, questionnaire and interview (Ary et al, 2010). In doing observation, the researcher applied non-participatory observation. It provided the reseracher just sat in behind the student and saw student's behaviour by using field notes since she had

English learning process in the class. She took a notes of what the student's activities and response toward her lesson. For the questionnaire, researcher gave structured questionnaire which have ten multiplechoice related with speaking abilities questions that must be answered by student for giving the data to researcher. To interview the student, reseracher determined semi-structured questions in this time. She provided questions guidelines that student should answer by using her own words. Then, reseracher could ask other questions to student again if there were added necessary questions.

The data of this research consists of the words of student's actions through describing the learning abilities that she used for enhancing speaking skill.. During that activity, the reseracher analyzezed the data qualitatively about seven times. The first activity was observing the student when the English class was beginning in February 27th, 2018. In that time, the researcher sat in the behind of students and needed to note how the student's behavior when teacher was teaching English in the class until English class was over. It was started from 7 - 8.30 a.m. Besides, researcher documented those moments which supported to give more explanation about situation there. During knowing the student's behaviour, she took a notes for describing it naturally for getting the data. She always looked every actions from the sample. Take an example, her response to theteacher, her way to do the lesson, her way of overcoming her problem, etc.

The second activity in March 2nd 2018, researcher gave the structured questionnaire for gaining the data related speaking abilities that student used. She made ten of multiple-choices questions which asked the student for choosing her best answer according to her experience in using speaking abilities. Some of questions could be answered by one or more than one suitable choices. Then, researcher classified the student's answer about learning abilities for enhancing speaking skill.

After obtaining the data, researcher did the interview in third activity at 6th of March 2018. For this time, she asked her several necessary questions connected to previous questionnaire to check student's understanding and perception toward speaking abilities that student used. The fourth until sixth activities, researcher still did her interview again with student because she needed the more data for finding the real of her information in fact. The researcher did not forget to record the interview in order to hold the data safely. Those three activities were done at 9th of March 2018, at 3rd of April 2018, and at 2nd of May 2018. The last, researcher tried to check the student for knowing her ability in speaking skill by interviewing her through English. In that time, she accidentally prepared herself to join the student exchange program for going to the Korea. Thus, the researcher could know how the way she spoke English and it was done in July, 4th 2018. When she she did the recording, researcher obtained the data and continued to transcript it. By knowing it, she could code what the student's say toward her detail information related with the speaking abilities. After all of have been done, the researcher concluded and explained the learning

abilities that student used for enhancing speaking skill in English.

RESULT AND DISCUSSION

This part showed the description of the data from this study which was obtained by observing, giving questionnaire, and interviewing a female students of 8th grade in SMPN 13 Surabaya. This data enclosed the result and discussion related with the kinds and patterns of abilities used by this student for enhancing speaking skill. This analysis was described in the form of words and was supported by observation, questionnaire and interview result from the student.

1.1 The kinds of Abilities for Enhancing Speaking Skill

As the researcher's finding of this study, the student's abilities for enhancing speaking skill are imitative, intensive, and interactive.

1. Imitative

According to the observation of the student in the class, researcher could find the imitation by looking the student's behavior. Take it example, when teacher taught the material about simple past tense in the class, she asked this student to read a passage. She read it by using her big voice and good intonation. But, she got difficulty to say the word "*sentences*" in that time. Next, she wanted her teacher to correct her pronunciation. She proved to do the error about it. Then, teacher helped her to correct that word. By knowing the correct pronunciation, she did imitation and repetition toward that word more than one. So, it could make her to be able to pronounce "*sentences*" correctly.

By knowing the answers of the questionnaire, the researcher could identify that student did the imitative. She choosed learning speaking ability by using media. For this action, she applied it for watching movie and listening to the song. Student attempted to imitate what the actors said and the lyrics that singer sing. In another case, student also choosed repetition of the words if she did the mistakes. It made student to memorize what the difficult words or sentences and revise her mistakes towards it so that she could increase her speaking ability.

For getting the more data, researcher interviewed the student toward the answer of the questionnaire. The result showed that student utilized kinds of media for enhancing her speaking ability. She thought that using media was the easy way to learn English because for nowadays, media is such common tools that everyone could use in this world. Therefore, she used those media as possible as she could. The media which she usually used are laptop and cellphone.

The student had some activities that she applied to practice her speaking by using a laptop and

cellphone. For the laptop, she often used for watching movie. Her favorite movie was western movie such as Harry Potter, Titanic, etc because sometimes she could watch it without any Indonesian translation. Therefore, she imitated what the actors said in order to know in pronouncing words well. By imitating, she enabled to understand the correct written of words. She mostly enjoyed that movie when she got a holiday. In doing this activity, she preferred to watch the film which has sad story. It was caused that sad movie had long and slow plot of the story. Consequently, she could adore to pay attention the way how the actors spoke. Many vocabularies and a lots of expression might be obtained by paying attention to the dialogue which student could imitate and repeat the correct words produced by the actors.

Transcription of Interview

S : *“Manfaatnya itu sih mungkin dari speakingnya soalnya biasanya lihat film – film di laptop gak pakai translate gitu jadi bisa speakingnya terus cara ngomongnya, penulisannya yang bener itu gimana.”*

S : *“The benefit is I can watch the movie in the laptop which doesn’t have Indonesian translation. So, I can practice the way of speaking and know the way of whether the English written words is correct or not.”*

S : *“Ya di luang waktu misalnya kalau di luar pulang sekolah terus gak ada kegiatannya nonton film-film gitu. Film luar negeri paling suka.”*

S : *“I usually use it when having a leisure time. For example, when the school is over or maybe there is no activity there, watching movie become my choice for completing my schedule there. The most movie that I like is western movie.”*

S : *“Yang biasa aku lakuin sama cell phone itu yang pertama buka google translate kalau perlu. Habis itu biasanya kalau ada waktu waktu kosong, dengerin lagu, nonton film dalam bahasa Inggris. Supaya main HP ini gak sia sia. Jadi sambil nonton sambil ndengerin music music dalam bahasa Inggris terus kadang-kadang buka google translate kalau perlu.”*

S : *“The activities which I always do when using cellphone are opening google translate, listening music if I have free time, and watching English movie. So that, operating cellphone is not useless for me.”*

S : *“Film...film apa ya pokoknya film yang kadang-kadang bikin sedih itu pasti. Soalnya kalau bikin sedih itu juga alur ceritanya itu lambat tarus dia itu ngomong juga sering –sering jadi kayak contohnya itu titanic, kadang-kadang sih Harry Potter juga series.”*

S : *“Sometimes I choose the films which make me sad because the story has slow plot. Hence, the actors will have long conversation like Titanic and Harry Potter and the series.”*

Code of Transcription

WM	: Watching Movies
Wes	: Western Movies
SM	: Sad Movies
R	: Repetition

The other activity was listening to the songs in which student tried to imitate the lyrics and recognize the meaning of that lyrics. It made her to comprehend the vocabulary and pronunciation. Mostly, she applied this activity by using cellphone because it was easy to do it. She was almost to do it every day. Her favorite songs is pop song which is sung by Michael Jackson such as “You’re Not Alone” and Celine Dion such as “My Heart will Go On”. In listening kinds of songs, she was able to know the correct pronunciation of the lyrics. Next, she sang that song for practicing her speaking ability by imitating the singer’s pronunciation.

Transcription of Interview

S : *“Wah banyak...paling sering itu, Michael Jackson yang You’re not alone sama My Heart will Go On by Celine Dion”*

S : *“Woww...it’s many. But the songs that I often listen are from Michel Jackson which titled “You’re not Alone” and “My Heart will Go On” which sung by Celine Dion.”*

Code of Transcription

LS	: Listening to the song
PS	: Pop Songs

2. Intensive

Using dictionary belonged to be intensive way for enhancing speaking skill because it related with

semantic. It emphasized to the meaning of words. When the student did not know the meaning of the words, she tended to open a dictionary as her choice in the questionnaire for enhancing her speaking ability. Both dictionary book and google translate are often applied for finding the accurate meaning if she had an exercise or she wondered toward difficult words. Dictionary book was opened when she was in school because operating a cell phone during the lesson is not allowed like what the researcher observed when learning English process in the class. She opened it when she did the exercise. Yet, she operated the cell phone to open google translate while she was outside school. It is caused that open google translate by using a cell phone is simpler than dictionary book.

Transcription of Interview

S : *“Menggunakan kamus kalau di sekolah aja sih. Kalau di rumah kalau pakai kamus itu kayak agak males gitu ya pasti gampang ngantuk juga jadi pakai handphone aja sih.”*

S : *“I use dictionary just in the school . While in the house, I open dictionary from my cellphone.”*

S : *“Endak...dari google translate”*

S : *“from google translate”*

In opening the dictionary, the student mostly preferred to use bilingual dictionary. Where she searched the meaning of word by looking dictionary which is from bahasa Indonesia to English or English to bahasa Indonesia.

Transcription of Interview

S : *“Kadang kadang kalau misalnya gak tau Indonesianya gak tau inggrisnya ya dari indoensia inggris. Tapi kalau ada kalimat bahasa inggris yang susah baru nyarik bahasa inggris-Indonesia. Tergantung soal yang ada”*

S : *“If I do not know the English word, so I seek it from bahasa Indoensia to English. But, if there is difficult English word. So, I search the meaning from English to Indonesia. Depends on the questions.”*

Code of Transcription

OD	: Opening Dictionary
BD	: Bilingual Dictionary

2. Interactive

Interactive way could be implicated since student had communication with other people. From the observation, researcher saw the student did the interaction between student and teacher toward asking correction in pronouncing word “sentences” which got the chance from that activity. In that situation, student could interact to teacher using English in order to get new vocabularies. The student was very active and enthusiastic to follow that learning process. When she did a mistake or maybe she got difficulty on speaking English, she immediately asked the teacher. Here, teacher gave accurate information to response the student’s questions. So, student could know what her mistake is and try to solve it. In the questionnaire, student proved to choose speaking English in the public and ask the teacher or some friends if she did not know the meaning of vocabularies for enhancing speaking skill. She also answered going to abroad in order to speak with native speaker. It illustrated that interactive is very crucial ability for supporting her way to increase her skill in speaking in nature.

Transcription of Interview

S : *“Maksudnya kayak aku kalau salah kata aku harus ngapain. Kalau aku salah kata sih sebenarnya ya kayak tadi waktu di kelas. Saya itu kalau ada salah kata mesti tanyak ke guru “ini gimana pengucapannya yang bener jadinya gimana. Saya kira dijelasin tadi -ed nya itu gak usah dibaca . Jadi kayak stopped pokoknya kayak ya kayak mbaca Al-Qur’an juga di jelasin sama orangnya dulu baru kita bisa. Mungkin bisa baca sendiri . Kelihatannya itu sih mbak”*

S : *“If I do a mistake, I will do it like what I did in the class before. When I have a mistake on saying a word, I always ask to my teacher “How to pronounce this word correctly, mam?” Then, the teacher told me the correction of that words. For instance, the “-ed” of saying “stopped” should be omitted. So, I can say “stop”. In this case, it can conclude that as like reading Al-Qur’an is easy if there will be teacher who want to explain us first. So, we will be able to know how to read it by ourselves.”*

By doing interactive, student utilized this moment by having social media such as Instagram, line, whatsapp, etc. The most media social which she handled is Instagram and whatsapp. She wanted to gain new updated information and create new friendship with others related to go international or global. So, it would give her beneficial thing for establishing her English ability, especially in speaking. For instance, making pen pals.

The student thought that making pen pals from overseas is one of way to encourage her English ability for doing conversation. She could understand how the foreigner communicated English naturally. In her opinion that if she practiced to learn English with Indonesian people, she would not get kinds of English vocabularies. Therefore, she tried to find someone who produced English vocabularies that is having a pen pals.

Transcription of Interview

S : “cara lancarnya adalah dengan cara mencari teman dari luar negerinya sih. Karena kan saya kalau ngomong sama teman teman saya ni kan pasti kebanyakan indonesianya sih dari pada bahasa inggrisnya. Jadi saya ingin mencoba yang real bahasa inggris semua. Ya kayak contohnya di setiap social media ya Alhamdulillah baik sih kalau di ajak ngomong juga enak.”

S: “The best way is making a pen pals because talking with my friends from Indonesia would not give sounds English naturally. So, I try to find something real using English that is utilizing a social media.”

In this time, she could have a pen pals who was from Germany namely Fretch Julian. He lived in Munich. Although he was not really from English country, but the language that student and Julian used is English as the international language. She had this friendship since 2017. They always did a chit chat by Whatsapp. They were not doing conversation because the students was not brave to start the conversation. She was afraid that impolite could be created by her. They just did a chit chat by sharing their own culture. But, sometimes they did voice note in whatsapp. So, the student could get many new vocabularies. Then, she imitated those words through speaking. They were not only learn English but also Bahasa Indonesia and German language.

Code of Transcription

MPP	: Making Pen Pals
CM	: Correcting the Mistakes

1.2 The Patterns of Abilities for Enhancing Speaking Skill

This point will explain about the pattern of the student’s strategies which she applied often for enhancing her speaking skill.

There are three kinds of activities which are classified in imitative ability namely watching movie, listening to the songs, and repeating the words from the teacher. Those activities were

shown by the student in different situation. Watching movie was usually done when she had a holiday or leisure time even in a house or school. The most movie that she liked was western movie that it is blue movie such as *Titanic*. Many utterances from the actors would influence her to require new vocabulary knowledge where she did the imitation towards those words. It made her to recognize its pronunciation, expression, emotion and intonation as well as actors did. While listening to the song, she almost did it every day because she was not far from her cellphone. Therefore, she operated it for listening to the song by imitating and repeating the lyrics of those songs. Pronunciation and fluency could be gained since she comprehend the lyrics by singer with beautiful rhythm. So that, she was enjoyable to do this activity. Last, repeating the corrected words from the teacher was necessary for the student to entail the good correction. It was almost done when she got the mistake in learning English in the class. Here, she did not want to be poor on mastering the English knowledge. Consequently, she was active in asking something that she did not know, especially related with English vocabularies to her teacher.

Transcription of Interview

S : “Kalau menonton TV dan mendengarkan lagu itu saya melakukan setiap saat dan gak sengaja gitu. Biasanya saat waktu luang”

S : “I watch a TV and listen to the song in every time and leasure time. Sometimes, it is done inadvertently.”

In this time, opening dictionary included intensive strategy. This activity was divided into two namely opening dictionary by using google translate and book dictionary. The student almost used it when she did not know the meaning of words and then she tried to search the meaning. Bilingual dictionary was often for to be used. She explored the meaning from English to Bahasa Indonesia or Bahasa Indonesia to English. Opening google translate and book dictionary were conducted in different condition. The most student used was opening google translate by using her cellphone. In her opinion, it was very easy and fast to do it. She just typed the words and it presented the meaning directly. There would not only the meaning but also the pronunciation appeared there. This activity commonly applied since student was outside the school like in her house or any places. Yet, it was distinguish with opening book dictionary. She did it while existed in around the school, take it example in the class when she did exercise. Yet, this student commonly used dictionary when having some exercises. Bringing a

cellphone was not permitted in school's environment. Hence, she must open book dictionary for gaining the meaning. This activity was rare for student because she preferred to do something fast. So, she sometimes lazy to open book dictionary.

Transcription of Interview

S : "Saya akan buka kamus saya. Di sekolah saya menggunakan buku kamus kalau di luar sekolah saya menggunakan google translate . Biasanya saat mengerjakan tugas saya melihat kamus."

S : "I will open my dictionary. I use book dictionary in school and google translate in outside school. I usually use it when I did the exercises."

Interactive strategy presented two actions, they are having pen pals and correcting the mistakes to teacher. Each of activities were showed in dissimilar situation. To have a pen pals, student used kinds of social media such as Instagram and whatsapp. She got new friendship, particularly from overseas in order to explore her knowledge related with English. She could practice English vocabulary due to her speaking English more enhanced. This student did interaction with her pen pals nearly every day when she hold her cellphone. Telling the culture, asking about their activities, doing joke, etc were ordinarily student ever done. She always updated the information from the internet or social media, especially instagram. Consequently, she was able to acquire English words and exercise for speaking English. Having conversation with pen pals was more naturally developed than with non-native people. The other action was correcting the mistakes to teacher which produced communication between student and teacher. For this case, student always did interaction by using English to her teacher in order to train her speaking skill. Although she had errors, she was not afraid and confidence because she needed practice more. One of the important thing was getting the correction from the teacher. It was usually done in the class since learning English happened. However, sometimes she also attempted to speak English with other English teacher around the school. It made her to be easy in practicing English because English teacher was more expert than her classmate.

Transcription of Interview

S: "Saya tidak punya waktu khusus untuk melakukan itu. Belajar stuck gitu tidak pernah . Mungkin kalau punya waktu luang, baru belajar. Tapi saya belajar tidak hanya di rumah tapi setiap waktu. Contohnya ya saat menggunakan social media, saat ngomong-ngomong sama guru atau orang tua dan lain-lain."

S: "I do not have particular time to do it. I never study in certain way. I study when having free time. I do not study in house only but every time I can study. Take an example when using social media, doing chit chat with the teacher or parents".

According to the description above, the pattern of three strategies such as imitative, intensive, and interactive were used by student in particular situation. Imitative and interactive were commonly used in the same time because those could be done in every day. Watching movie, listening to the song, and having pen pals were kinds of activities which student most applied since leisure time came. While repeating and correcting the mistake from the teacher were also done by students since she was in school not only in the class but also outside class. However, Intensive was conducted by the student when she got difficulties words since she did the exercises. She searched meaning in the google translate outside school and opened book dictionary in the school.

In this point, the researcher wanted to discuss the data which gained during the research about seven times. They are kinds of speaking abilities and the pattern of speaking abilities used by the female student in 8th grade in SMPN 13 Surabaya.

Student had the abilities which are the significant factors in the process of language learning, particularly in learning English (Kocic, A.2010). Having ability is very value and potential for students. It becomes their basic need as their opportunity in receiving better instruction and also beneficial for increasing their English skills.

The researcher of this study found that the abilities for enhancing speaking skill were imitative, intensive, and interactive (Brown, H. D, 2003). Firstly, in imitative, student did watch the movie, listen to the song, and repeat the correction from teacher. For those activities, the student will copy and imitate the words, phrase, and sentences which produced by the actors in movie, singer when pronouncing the lyrics, and the teacher gives the correction. Secondly, opening the dictionary is an activity that related with learning semantic (meaning the words) which included as intensive ability. In that way, student tended to find correct meaning of words by translating English words to Bahasa Indonesia or vice versa. It is created if she did not understand what the word means. Last, interactive here means the interaction between two or more people which affected multiple exchange. According to Bougandoura, F. (2012) interactive skill became the main ability which could support conversation occurred to enhance student's speaking ability. This could be implicated as having pen pals and correcting the errors to teacher. Both of them showed the existence of dialogue which could create communication whether with the pen pals or the teacher. All of them are the common and easy activities which can be done by all students in certain time and they give beneficial for the students to

practice themselves by building many new vocabularies in increasing their English skill, especially speaking skill.

CONCLUSION AND SUGGESTIONS

Conclusion

In this study, the researcher concluded about the kinds of abilities and patterns of abilities which student used for enhancing speaking skill. They were depicted below based on the data that researcher got.

Speaking ability is the ability of students to deliver the ideas, emotions, feelings, arguments orally which is for increasing speaking skill. It is very crucial to become basic development on being successful student in creating communication in L2. There were three abilities that student applied for enhancing speaking skill namely imitative, intensive, and interactive. Imitative was divided into three activities such as watching movie, listening to the song, and repeating the correction from teacher. By watching movie, student could learned the variety of expression, emotion, pronunciation, grammar, etc from the actor's spoken. Then, listening to the song was making the student to comprehend the lyrics that student listen. It would make the student to practice the pronunciation and the meaning of the lyrics. Next, repeating the correction from the teacher provided the student might be aware of her errors so that she could know the new vocabulary knowledge. In these activities, student tried to imitate the words, phrases, and sentences which appeared over there. For other ability was intensive which the student opened the dictionary for gaining the difficult meaning. Next, interactive was implicated by having pen pals and correcting the mistakes to teacher. Student here would be faced by real communication between more than one people and produce many new vocabularies which that could be learned by student. All of those activities are very useful for motivating and helping the student to enhance student's ability in enhancing speaking skill.

Last, there are patterns for enhancing speaking skill. Imitative and interactive were the strategy that student applied in the same time. Student did these activity almost in every day like nearly at house. Student did them when she had leisure time such as watching movie and listening to the song. Repeating the correction from the teacher was also done in the school but it could be continued in the outside school. While, intensive was the strategy which finished in certain time that is opening dictionary. This was usually done mostly when student did the exercise in the school and homework in the house.

Suggestion

According to the conclusion that it is recommended for the teachers to apply those abilities

to their students. In learning teaching process, teacher may ask to the student in learning English by applying the three speaking abilities namely, imitative, intensive, and interactive. The activities are watching movie, listening to the song, having pen pals, repeating the correction from teacher, correcting the mistakes to the teacher. From all activities, student was required to imitate and repeat the new vocabularies that she did not know before. Not only that but also student should correct her error to develop her understanding on learning English. It would make the student to memorize and apply that terms in other time and build her new vocabularies. The teacher could also give the tips or ask them to have a social media, but it must be used usefully such as having a pen pals that could affect the students do their effort to make conversation with other friends in overseas. It make sure that students could build kind of friendship which supported to learn the language each other, especially for English. For other researchers, they can develop this research in another level to know other speaking abilities.

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