

Improving Students' Motivation and Speaking Skill Through Negotiated Materials Based on Current Syllabus at Grade XI Accounting of SMK.N 1 Pasir Pengaraian Rokan Hulu Riau

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ABSTRACT

The purpose of this research was to improve the students' motivation and speaking skill through negotiated materials. Negotiated materials means that materials come from discussion by teacher and students and these negotiated materials which is based on their students' study program (Accounting). Motivation means those students' effort plus desire in speaking activity or in other words students' motivation in speaking. While speaking skill means that the capacity of the students to present their materials in front of the class.

The participants of this research were the eleventh grade students of Accounting at SMKN 1 Pasir Pengaraian Rokan Hulu Riau. This class consisted of 38 students. One of the English teachers took part in this research as collaborator to assist the implementation of Negotiated Materials, particularly in observing the students' activities in the teaching and learning process.

The method of this research is classroom action research that consisted of three cycles with nine meetings for each. Each cycle involved planning, acting, observing, and reflecting. Negotiated Materials was applied at each meeting with different focus every cycle. In the first cycle, the researcher focused in making the students involved in teaching and learning process and also comprehending about the material. The data from cycle I were analyzed and used to make improvement in other indicators for cycle II. In cycle II, the researcher focuses in students' vocabulary and grammar proficiency and made the students more creative and motivated to ask questions. In cycle III, the researcher focused on students' accent, fluency and let the students work more independently and had high aspirations. In the last meeting in cycle III, the researcher got final outcomes and changes. The data were collected through observation checklist, interview, field notes and test.

Based on the data analysis of three cycles, it can be concluded that the Negotiated Materials could better improve the students' motivation and speaking skill. The speaking skill of the students was

improved and the students could be involved in teaching and learning process, they became creative, they asked more questions, worked independently and has more aspirations. In addition, Negotiated Material can make the condition of teaching and learning process more communicative as well

Key words: Negotiated Material, Students' Motivation, and Students' speaking skill.

INTRODUCTION

A. Background of the Problem

Speaking, as one of the four language skills should be learned by every student if he or she wants to be successful in communication. In line with this, Nunan (1991:51) says "learning to speak a foreign language will be facilitated when learners are actively engaged in attempting to communicate". Communication is the way of sending and receiving message and news between two or more people. Through communication, people can express thought, opinion, ideas, agreement, desire, information and etc. In other words speaking is an important skill, which has to be achieved in learning language, because it has an important role in communication.

Basically, English teachers have introduced students many strategies and techniques in order to make them able to communicate, including teachers in SMKN 1 PasirPengaraian. Some methods have been applied in teaching and learning process, but in reality most students still face difficulty to express their ideas more over to speak. It can be seen from the percentage of second year students in speaking score at last semester 2007/2008, only 10% of the students got "A-", 15% of the students got "B", 25% of the students got "C" and the last 50% of the students got "D". From this percentage we can conclude that the students at grade XI of SMKN 1 PasirPengaraian absolutely have difficulty in speaking.

Based on the researcher's experience and observation as English teacher in SMKN 1 PasirPengaraian, the students' problem in speaking could be influenced by many factors. The factors may come from the students, the teacher, or the materials given.

One of the factors comes from the students is that they cannot produce some words or sentences, because the lack of vocabulary and

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practice. The students feel silly in speaking since they know they will make mistake. It is not easy for them to state their ideas because they need to memorize some grammatical rules. They cannot express their ideas because they do not know much about what people say. These situations will cause lack of motivation of the students to speak.

The factors that come from the teacher may concern with the teaching method. Some of the teachers still use teacher-centered method in learning teaching process. This method can not give students autonomy to express or create their thought or ideas in communication. So the teacher must move on to the other method that allows students to be more interactive.

The last factor is materials given by the teacher. Mostly, students are never given any chances to decide by themselves what materials they want to learn and how they learn it. So far teacher always comes to the class with materials that has been prepared based on the curriculum the government made and the materials is not fully what students want. Students may come to the class just because they do not want to be absent as the frequency of their presence may be counted to determine their final mark. This means students have low motivation to study more over to speak English.

When teachers want to have more motivated students, they should think about how to find out what students want to have and how they want to learn it. According to Silberman in Emilia (2001), enjoyment of one's work and pride in one's accomplishments are important motivations. Someone may enjoy and learn his work if he is interested in it. They can select the materials and topics that are meaningful for them and directly find how they want to learn it. After finding what the students want, teacher has to make a list of materials based on it. Negotiated materials, on the other hand, is designed based on what students want. It allows learners' participation in selecting the materials, mode of working and assessment so they have a choice and self-expression.

Based on the explanation above, the researcher concludes that suitable way to improve students' motivation and speaking skill is through negotiated-materials. Negotiated materials are used because this method is available for students. It gives the students chance to choose the materials that encourage them to speak and automatically build their motivation to speak. Therefore, the researcher intends to

do a research in applying these negotiated materials in class. The research will be conducted to the students at grade XI of SMKN 1 PasirPengaraian, where the researcher does the teaching and learning process every week. So, the title of this research is improving students' motivation and speaking skill through negotiated materials based on the current syllabus at grade IX accounting students of SMKN 1 PasirPengaraianRokanHulu.

B. Purpose of the Research

The Purposes of the research are as follows:

1. To explain whether Negotiated Materials improves students' motivation and speaking skill at grade XI accounting students of SMKN 1 PasirPengaraian.
2. To explain the factors that influence the use Negotiated Materials in improving students' motivation and speaking skill at grade XI accounting students of SMKN 1 PasirPengaraian.

C. Review of the Related Theories

1. The Nature of Motivation

Motivation is an internal process that activates, guides, and maintains behavior over time (Baron, 1992: Schunk, 1990). In plain language, it's what gets you going, keeps you going and determines where you are things to go. There are different kinds, intensities, aims and directions of motivation. Motivation to learn is critically important to students and teachers. Motivation is a consequence of reinforcement. However, the enforcement value of reinforce depends on many factors and the strength of motivation in different students.

Huitt (2001) defines that motivation is an internal state or condition (sometimes describes as a need, desire or want) that serves to activate or energize behavior and give its direction; internal state or condition that activate behavior and give its direction; desire or want that energizes and directs goal-oriented behavior; influence of needs and desires on the intensity and direction of behavior.

Based on Ellen (2006), motivation is a key consideration in determining the preparedness of learners to communicate. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the

2. It is suggested that English teachers at vocational schools especially in Accounting students to be creative in designing speaking teaching phase and speaking teaching materials for developing the students' speaking skill and their motivation
3. It is also hoped that English teacher at vocational school especially in Accounting students to explore other more helpful and useful speaking teaching materials to make the students have much more talk-time in learning English and have much chance in expressing themselves in speaking activity

At last, because of the limitation of the research, further and longer studies about the implication of negotiated materials are highly recommended to investigate whether these materials can be a solving problem at the other classes or other institutions.

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This research discovered that the implication of this negotiated materials can better improve the students' motivation and speaking skill at the eleventh grade, class XI at SMKN 1 Rambah in 2008-2009 academic years. The improvement of the students' motivation and speaking skill can be gained after applying Negotiated Materials within nine meetings in three cycles. The improvement can be seen from the Improvement score of the students' speaking test result in cycle I until cycle III, in the observation sheets, field notes and speaking test, while the improvement of students' motivation can be seen from the Improvement of indicators percentage form cycle I until cycle III in observation checklist

B. Implication

The finding and the conclusions of this research have some implications. The implications are as follow:

1. to the researcher herself:
 - a. she should consider to apply this negotiated materials in the process of teaching learning to speak at other classes
 - b. She should consider adopting relevant negotiated materials as the speaking teaching materials
2. to the teaching of the speaking at the Vocational school especially in Accounting Students:
 - a. the negotiated materials can be an alternative speaking teaching materials
 - b. the use of negotiated materials in this case can be the model of developing teaching materials
 - c. to the English curriculum for SMK this technique can be as an input for designing basic competencies and teaching materials at any level of teaching English.

C. Suggestion

Based on the conclusions and the implication above, there some suggestions that might be useful for English teachers in the teaching of speaking. The suggestions are:

1. It is expected that English teachers at the vocational school especially Accounting Students to implement this negotiated materials in the teaching of speaking and improve students' motivation in speaking

language. That is, motivation to learn a foreign language as seen as referring to the extent to which individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated. Many attributes of individual such as compulsiveness, desire to please as teacher or parent, or a high need might produce effort, as would social pressures, such as demanding teacher, impending examinations, or the promise a new bicycle.

Based on Eric Jensen (2004), Motivation may be achieved in any of three ways.

- 1 The pupil's natural interest : Intrinsic satisfaction
- 2 Motivation by the teacher : Extrinsic rewards
- 3 Success in the task : Satisfaction and reward

Based on Robert Webb (2006), there are seven rules of motivation:

- 1 Set a major goal, but follow a path. The path has mini goals that go in many directions. When you learn to succeed at mini goals, you will be motivated to challenge grand goals
- 2 Finish what you start. A half finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.
- 3 Socialize with others of similar interest. Mutual support is motivating. We will develop the attitudes of our five best friends. If they are losers, we will be a loser. If they are winners, we will be a winner. To be a cowboy we must associate with cowboys
- 4 Learn how to learn. Dependency on others for knowledge supports the habit of procrastination. Man has the ability to learn without instructors. In fact, when we learn the art of self-education we will find, if not create, opportunity to find success beyond our wildest dreams
- 5 Harmonize natural talent with interest that motivates. Natural talent creates motivation, motivation creates persistence and persistence gets the job done

- 6 Increase knowledge of subjects that inspires. The more we know about a subject, the more we want to learn about it. A self-propelled upward spiral develops
- 7 Take risk. Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures

2. The Nature of Speaking

Speech is one way human beings make connections with each other. To speak fluently and confidently in a variety of situations is a central human need and an important goal of education. The single most important speech aspect of learning a language is mastering the art of speaking and success as measured in terms of the ability to carry out a conversation in the language.

According to Riversin Erwadi (2004; 7), what the students need in a target language is the ability to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking ability needs direct interactions, in which someone speak to someone directly. Furthermore, speaking shows capability to use a language. Hornby (1989:27) support this viewpoint by stating that to speak is to reproduce words or to use words to utter the words by using conversation

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase our ability in communicating in English, it is not enough in the classroom but practice out side of the classroom it will be influenced our speaking ability.

When people speak, they do more than just exchanging information. They use language to make social interaction possible. This involves the ability to carry out the different kinds of conversational tasks and speech functions, such as to greet and knowledge people, to open and close conversation comfortably, to

the materials was also some topic that related to their background knowledge. So, the Negotiated Materials that the researcher conducted was really helped the students to increase their skill in speaking and it can be see from the improvement of their speaking proficiency in every cycle

2. Discussion. The improvement of students' speaking skill in every cycle was also influenced by the discussion that the students did in their group of work. In this discussion, the students sharing about the topic means until they try to increase their comprehending about the topic by answering the question related to the topic that they has.

3. Practicing. The improvement of the students' speaking skill in every cycle was also influenced by practicing. From interview that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and some times they ask their friends to listen to their topic before their presented in front of the class.

4. Teacher. In this case, the teacher tried to give a model to the students to present their topic and how to pronounce some difficult words

b. Some Factors influences the improvement of students' motivation

1. Negotiated Materials. The materials have influenced in the Improvement of the students' motivation in speaking. In this case, because all of the students come from accounting students, the materials was derived from topics related to their background knowledge. So, the Negotiated Materials that the researcher used really helped the students to increase their motivation and which can be seen from the improvement of the students' motivation in every cycle.

2. Teacher. In this case, the teacher gave support to the students to present their topic in front of the class, gave the model and reward to the students who were active in teaching and learning process

3. Chance. By Negotiated Materials, the students had a chance to choose their topic and how they present their materials in front of the class.

4. Rewards. To increase the students' motivation in speaking, the researcher gave rewards for them in terms of their English score in their examination

The level of students' Motivation based on the Improvement of the students' in each component in every Cycle in percentage (%)

No	Indicators of Students Motivation	The Average of Cycle I	The Average of Cycle II	The Average Of Cycle III
1	The students are involved in teaching and learning	Excellent	Excellent	Excellent
2	The students are creative	Fair	Average	Excellent
3	The students ask the questions that do not know	Fair	Average	Good
4	The students are able to work independently	Fair	Average	Good
5	The students has high aspiration	Fair	Average	Good

CONCLUSIONS, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research or findings, it can be concluded that:

1. Negotiated materials helpful teaching and learning process and made the students motivated and actively involved in speaking activity
2. Negotiated Materials helped the students develop better group work activities and made the students has high motivation to speak
3. Negotiated Materials could minimized the students' passiveness in the process of teaching and learning to speak
4. Negotiated materials guided the students to communicate especially based on students' background knowledge
5. Negotiated materials gave chance to the students to choose the topic for their speech and also build their motivation to speak

Besides, it can be concluded that there were some factors influences students' speaking skill and motivation through Negotiated Materials based on the Current syllabus:

- a. Some Factors influence the improvement of students' speaking skill

1. Negotiated Materials. The materials that they have also take the influences in the Improvement of students' proficiency. In this case, because all of the students come from accounting students,

introduce and develop topics naturally. According to Richards(1985:12), when we speak to people we do not only say things, we do such things as describe events, feelings, things, ideas, plans and accomplishment; we make requests, offer suggestions and recommendation; we respond and react to suggestions, opinions, requests, orders and so on. It means that when we communicate we not only speak but we need the comprehension of what we are talking about, therefore speaking is language skill or means communication in which we can express our ideas, feelings and information to other people orally. Speaking ability needs a direct interaction, in which someone speaks to someone else directly, furthermore, Wilkin(2004) suggest that in speaking, the ability to compose a sentence is needed but it is not the only one needed because oral communications takes place when someone makes use of sentence to perform a variety of different acts of essential.

It can be concluded that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency and comprehension). In other words, the purposes of speaking or communication in English, besides being able to describe things, peoples, places and sequences of events orally, we should be able to express our ideas, opinions, feeling simply and to encourage ourselves to communicate to other people. Based onUr (1996:120), the aim of speaking is to make people able to communicate to others.

3. The components of speaking

There are four aspects below have a great influence in speaking skill, they are:

1. Vocabulary. Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. Ur(1996:60)

2. Grammar. Ur (1996:75) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words a language to communicate messages that are comprehensible.

3. Fluency. Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Longman in Hormailis (2003:17) states that the fluency is the quality or condition of being fluent. It is capability to use the language spontaneously and confidently and without undue pauses and hesitation.

4. Pronunciation. Nunan (1999) states that pronunciation still obviously influences by L1 though clearly intelligible. In this case, the students who are able to pronounce correctly will be marked has a foreign accent.

METHODOLOGY

A. Type of the Research

This research is a classroom action research. It is because a form of applied research that helps changes practices in teaching and learning in the classroom where the teacher or instructor is actually the researcher, Taylor (1992). In relation to theories above Taylor also adds that it is a study of a social situation with a view of improving the quality of the action with it.

In addition, action research is something to do to improve or Improvement knowledge by doing practice by the teacher and learner in the classroom and better articulation and justification of the educational. Further more; Stephen Kemmis (1988; 5) defines

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

Donner (2004) says that action research is a process which participants examine their own educational practice systematically and carefully using the techniques of the research. It is based on the following assumptions Watts (1977):

1. Teacher and principals work best on problems they have identified for themselves
2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

After the researcher found some factors that influence the students speaking skill, then the researcher found some factors that influence the Improvement of students' motivation indicators in each cycle from observation checklist.

a. Materials

The materials that they have also take the influences in the Improvement of students' motivation in speaking. In this case, because all of the students come from accounting students, the materials were also some topic that related to their background knowledge. So, the Negotiated Materials that the researcher conducted was really helped the students to increase their motivation and it can be seen from the improvement of the students' motivation in every cycle.

b. Teacher

In this case, the teacher gave support to the students to present their topic in front of the class, gave the model and reward to the students who are active in teaching and learning process

c. Chance

By Negotiated Materials, the students had a chance to choose their topic and how they present their materials in front of the class.

d. Rewards

To increase the students' motivation in speaking, the research gave rewards for them in term of their result in English score in their examination.

Data collected about the Improvement of the students' motivation in each component in every Cycle in percentage (%)

No	Indicators of Students Motivation	The Average of Cycle I	The Average of Cycle II	The Average of Cycle III
1	The students are involved in teaching and learning	90,34	97,63	97,63
2	The students are creative	35,08	58,76	84,20
3	The students ask the questions that do not know	27,19	46,48	77,21
4	The students are able to work independently	36,84	59,64	71,92
5	The students has high aspiration	40,34	58,76	71,04

The Level of the Students speaking skill based on their Average Score

No	Component of Speaking Proficiency	The Average of Speaking Skill Cycle I	The Average of Speaking Skill Cycle II	The Average of Speaking Skill Cycle III
1	Accent	Poor	Average	Average
2	Grammar	Fair	Fair	Average
3	Vocabulary	Fair	Average	Good
4	Fluency	Fair	Average	Good
5	Comprehension	Fair	Average	Good

After the researcher did the research and found the improvement of the students speaking skill, the research found some factors that indicate the Improvement of students speaking skill through the field note and interview. There are some factors influences the improvement of students speaking skill

a. Materials

The materials that they have also take the influences in the Improvement of students' proficiency. In this case, because all of the students come from accounting students, the materials was also some topic that related to their background knowledge. So, the Negotiated Materials that the researcher conducted was really helped the students to increase their skill in speaking and it can be see from the improvement of their speaking proficiency in every cycle

b. Discussion

The improvement of students' speaking skill in every cycle also influenced by the discussion that the students did in their group of work. In this discussion, the students sharing about the topic means until they try to increase their comprehending about the topic by answering the question related to the topic that they has.

c. Practicing

The Improvement of the students' speaking skill in every cycle also influenced by practicing. From interview that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and some times they ask their friends to listen to their topic before their presented in front of the class.

d. Teacher

In this case, the teacher tried to give a model to the students to present their topic and how their pronounce some difficult word.

- Teachers and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their processional development.

Based on the theories above, the researcher can conclude that action research would be a process of solving the teacher's problems. Besides, it also has some cycles that consist of plan, action, observation and reflection. Furthermore, this research is conducted in qualitative and quantitative instrument. This action research could improve and increase the quality of teaching speaking for vocational high school because the techniques was systematic and they could be apply the result immediately.

B. Technique of collecting the data

To collect the data of this research, the direct observation was conducted. The data is done to find out what happening while implementing these negotiated materials in teaching speaking. Spradley in Holly (2005) explains that in early stages of research the observations tend to be broadly focused. Who is here? What are the emotions that are being used? In other words, the researcher make general observations who, what, when, where, and how, taking into account participants, activities, goals, emotions, time and space. To gain the data, the collaborator used observation sheet and field notes during the observation. They are for observing teacher and students during the action. Interview also used to know what happen during the teaching learning process and students' progress after the action done.

Then, after doing the action, the researcher gave the speaking test at the end of the cycle to see students' development in speaking skill and give questionnaire to know their motivation. Each test showed in the Graphic forms. The result of the students' speaking test also used as data sources. Then, they would be analyzed by using then assessment of scoring the aspect in speaking skill.

C. Technique of analyzing the data

The data collected and analyzed with qualitative and quantitative forms. Qualitative means that the data is presented in the form of verbal report and described in the graphic forms. In this case the data

got from observation and checklist. Gay (2000:239) suggests some technique in analyzing the data as follows:

1. Data Managing.

The data should be managed in observation, checklist and test form, in order to get good result and ease to analyze.

2. Reading and Memoing. The researcher will read and analyze deeply the data from observation checklist and the test

3. Describing. The data which are got during the research activities will be describe in order to provide detail information about the setting, the participants and the activities. The aim of this step is to provide a true picture of the setting and events that take place in the research

4. Classifying. The data is categorized into smaller unit based on the data from observation checklist and result of the test during the research activities

5. Interpreting. After classifying the data, the next step is to interpret into general conclusion or understanding

6. Written Report. Finally, all of the data that has been analyzed will be presented in a written report

After that, the data analyzed in quantitatively. Quantitative means that the data presented in form of numerical report of percentage and described on the graphic forms. The result of students' speaking skill also analyzed based on some criteria of Arthur Hughes, and the students' motivation analyzed by a questionnaire and described in qualitative and quantitative.

In order to analyze the data for speaking skill, the writer uses the following criteria:

Accent

1. pronunciation frequently unintelligible
2. frequent gross and a very heavy accent make understanding difficult, require frequent repetition
3. "Foreign Accent" requires concentrated listening, mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding
5. no conspicuous mispronunciation, but would not be taken for a native speaker

and discuss about their each topic to improve their comprehend and the result of their speaking test was not really increased. In the third cycle in cycle I, the researcher still tried to improve their understanding about the topic because the researcher thought the more the students understand about the topic the better presentation they did. So the researcher asks the students to answer some questions related to their own topic.

2. In the first meeting in cycle II, the researcher focused on the vocabulary of students speaking skill. In the research, the researcher still used Negotiated materials and asks the students to discuss their own difficult word to their group of discussion. In the second meeting, the researcher asks the students to share in their group activity about their topic in terms of grammar. And the last meeting in cycle II, the researcher used Negotiated materials and asks the students made the main point in their each topic.
3. In the third cycle also consists of three meetings. In the first meeting in cycle III, in order to improve the student speaking skill in another indicator, the researcher ask the students to hear to teachers' pronunciation about their topic so it could be increased their accent In their presentation. In the second meeting in cycle III, the researcher focused in their fluency in speaking skill. Here, the researcher asks the students to practice aloud in their group discussion even in their home. In the last meeting on the third cycle, the researcher could find the improvement of the students speaking skill based on the each indicator by using Negotiated materials.

Data colleted about the Improvement of the students speaking proficiency in each component of the average of speaking skill in every Cycle

No	Component of Speaking Proficiency	The Average of Speaking Skill Cycle I	The Average of Speaking Skill Cycle II	The Average of Speaking Skill Cycle III
1	Accent	20,39	44,70	45,17
2	Grammar	26,78	35,70	41,87
3	Vocabulary	33,65	51,30	64,77
4	Fluency	33,08	55,43	66,14
5	Comprehension	40,38	47,66	66,56

Sometimes, they used models to start a conversation. Almost none of the students asked their teacher to practice their speaking in front of the class. Some of them practice to speak English with their seat-friend using models. It was also found that only a few students learned to speak English through discussion, by reading English advertisements or articles and listening to news on TV. In short, the students' ways of learning to speak were not appropriate enough to make them able to communicate with others.

As it has been explained before, this research conducted in 3 cycles for 9 meetings, to investigate how far Negotiated Materials can better improve the students' speaking skill at grade XI Accounting Class SMKN 1 Pasir Pengaraian Rokan Hulu-Riau.

The designing of this Negotiated Materials has been fulfilled what are suggested by Clark (1991) about the using of Negotiated Materials that give students more opportunity to chose their topics, in this research is the topic to see their skill in speaking. This Negotiated Materials also meets the principles for teaching speaking proposed by Nunan (2003) that the teaching of speaking should give the students chance to choose their topic based on their interested so that they had high motivation. This negotiated Materials also provides opportunities for students to had their own topic after they negotiated the materials given and could express their own presentation in speaking activity

This Negotiated Materials has met the characteristic of a successful speaking activity suggested by Ur (2000). It is concluded that Negotiated Materials in teaching and learning process has let the students talk a lot with high motivation to do the speaking task and present their topic in front of the class. This Negotiated Materials let the students have more opportunities to build up their speaking moment naturally and spontaneously.

Based on the findings throughout the observation, field note and speaking test it can be concludes that:

1. In the first meeting in cycle I, most of the students couldn't get involved in the teaching and learning process in speaking by using Negotiated Materials. It was because most of them still confused and couldn't know what does the topic of their presentation means because there were some weaknesses in term of speaking skill. In the second meeting of cycle I, the researcher give more chance for the students to work in their group of work

6. native pronunciation, with no trace of "foreign accent"

Grammar

1. grammar almost entirely in accurate phases
2. Constant error showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4. occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5. few errors, with no patterns of failure
6. no more than two errors during the speech

Vocabulary

1. vocabulary inadequate for even the simplest conversation
2. vocabulary limited to basic personal and survival areas
3. choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
4. professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
5. professional vocabulary broad and precise; general vocabulary adequate to cope with complex and practical problems and varied social situations
6. vocabulary apparently as accurate and extensive as that of an educated native speaker

Fluency

1. speech is so halting and fragmentary that conversation is virtually impossible
2. speech is very slow and uneven except for short or routine sentences
3. speech is frequently hesitant and jerky; sentences may be left uncompleted
4. speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5. speech is effortless and smooth, but perceptibly non-native in speech and evenness
6. speech or all professional and general topics as effortless and smooth as a native speaker's

Comprehension

1. understand too little for the simple type of conversation
2. Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.
3. understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5. understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred

TABEL 1

WEIGHTING TABLE							
	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	-
Grammar	6	12	18	24	30	36	-
Vocabulary	4	8	12	16	20	24	-
Fluency	2	4	6	8	10	12	-
Comprehension	4	8	12	15	19	23	-
Total							
(Adam and frith in arthur Hughes 1979 : 35-8)							

TABEL 2

WEIGHTING TABLE IN PERCENTAGE (%)						
	1	2	3	4	5	6
Accent	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,2	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100
(Transcript Score of the Weighting Table)						

Then, Range of the percentage for Speaking skill and Motivation can be seen as follows:

Range of the scores	The level of Speaking Skill and Motivation
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

(Harris, 1968:79)

ANALYSIS OF THE DATA

A. Description and Analysis of the Data

Based on the purpose of the research, this classroom action research, this classroom was conducted to find out whether the students' speaking skill better improved by applying the Negotiated Materials-Based on the Current Syllabus. This technique was applied at grade XI Accounting Class SMKN 1 PasirPengaraianRoHul-Riau in 2008-2009 Academic Years. It was conducted in three cycles; each cycle had three meetings; each meeting was in 3 x 45 minutes.

Each cycle in this classroom action research consisted of four phases; planning the research, acting the research, doing the observation and reflecting to what was found in three pervious phases. The reflecting phase was as the base to go to the next cycle. Some finding started from what were found before the classroom action research, in cycle 1, cycle 2 and cycle 3.

Before conducting the classroom action research, the researcher had given the students preliminary questionnaires. This was meant only to get the data about the students' speaking condition and the ways the students learn English. From the students' responses, the researcher summarized that most of the time the students are nervous when pronouncing English word. This makes them ashamed of making mistakes when they start to speak. Yet, most the students are still thinking about grammar if they want to talk in English: with their friend or with their teacher. Their responses showed that most of the students even can not tell their personal details correctly.

In learning to speak, there were many ways they did. Even though most of them started studying English since they were at the Elementary School, only some of them practice it at school.