



STUDENT'S SPEAKING SKILL OF FOREIGN SPEAKER IN BIPA LEARNING

Noviani Radna Sari¹, Syafriyadin²

Fakultas Ilmu Keguruan dan Pendidikan, Bengkulu University

¹e-mail: novianiradna240@yahoo.com, ²e-mail: syafriyadin@unib.ac.id

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Abstract

Although BIPA students possess the speaking skill to communicate in Indonesian, the noticeable influence of foreign languages is still evident. Therefore, this study aims to analyze and describe student's speaking skills as foreign speakers in BIPA learning. In order to accomplish this goal, a qualitative research method was used to gather data from a BIPA student who was still struggling to speak Indonesian fluently. The results show that he frequently ceased to speak Indonesian, used the sentences in accordance with their context, and extended a greeting to his teacher during an online Zoom meeting. Additionally, he addressed questions presented by the teacher. He continued to lack understanding of Indonesian grammar and structure, as well as vocabulary mastery. The video suggests that the BIPA student was reading the notebook while practicing counting. It lacked authenticity. As a result, the Indonesian language became the native tongue. Based on this research, the teacher needs to request that the BIPA student engage in additional practice.

INTRODUCTION

The Indonesian Language for Foreign Speakers (BIPA) program aims to instruct foreign speakers in the Indonesian language. In the present day, foreign speakers must consider learning Indonesian to be a critical skill. This is due to the substantial influx of international visitors to Indonesia who are interested in forming partnerships in the realms of education, politics, economics, society, and technology. Enhancing the standard and caliber of education in Indonesia fosters collaboration between our nation and its ASEAN neighbors. Student exchanges and tourism ambassador exchanges are manifestations of cooperation between Indonesia and foreign nations. Nonetheless, this implementation continues to face numerous obstacles because many foreigners have yet to learn Indonesian. Understanding Indonesian is therefore crucial for non-native speakers. Foreign speakers of Indonesian must acquire proficiency in a variety of skills, including writing, reading, listening, and speaking.

BIPA students achieve proficiency in speaking. Khoirunnisa et al. (2023:2) assert that speaking serves as a benchmark and an indicator for teachers to assess the progress of foreign students. The teacher should provide ample opportunity for BIPA students to articulate their thoughts, emotions, and ideas when speaking. It has the capability to generate interactivity during the learning process. Furthermore, Irmawati (2019:10) asserts that students must acquire proficiency in speaking, as it is a critical skill. Through speaking, students are able to articulate their thoughts, feelings, and concepts. The students verbally articulate their thoughts, emotions, and ideas. As stated by Mintia (2021:2), speaking is the capacity to verbally communicate one's thoughts, emotions, and ideas. Students should prioritize grammar, pronunciation, vocabulary, comprehension, and fluency when speaking. Furthermore, Tanjung (2020) asserts that instructors should assess students' speaking proficiency, as it is through this process that students can improve their standing. Students can improve their speaking skills in order to pursue further education in a foreign country.

Corresponding author.

E-mail address: novianiradna240@yahoo.com

Xiuwen et al. (2021) stated that students communicate their ideas, emotions, and thoughts through speaking. The students are capable of discussing and resolving the issue through language. It can also foster human relationships with other people. Furthermore, Zahra (2022:27) defined speaking as the act of conveying one's thoughts, emotions, and ideas to the audience through the use of one's voice and clear articulation. Sadullaevna et al. (2020:26) posit that speaking is the act of imparting information, concepts, sentiments, and interests to an audience. It indicates that speaking is the means by which individuals convey their thoughts, feelings, and ideas to the audience. Students must master speaking Indonesian skills, according to Nuryanto (2018:84), because they serve as indicators of their learning success. It demonstrates that speaking is an indicator of a student's learning success.

The experts above conclude that speaking is one of the ways people express their ideas and feelings. BIPA students must master the art of speech. Its purpose is to measure BIPA students' skill. Speaking can determine a student's skill. Students' speaking skills reflect their critical thinking. So, BIPA students should be active in speaking Indonesia during the teaching and learning process.

Besides that, BIPA students can be active speakers in the classroom, but they should master their speaking skills. For non-native speakers, speaking skills are very important. According to Richard in Cindy (2023:18), speaking has two functions. They are to interact with other people through communication, to maintain human relationships, and to exchange information. Furthermore, Nurwida (2016:1) asserts that speaking serves as a tool for personal expression of ideas and feelings, which students acquire through learning materials. This means that speaking is very beneficial for students. The benefits of mastering Indonesian for students are that BIPA students can study in Indonesia, they can collaborate with the government of Indonesia, and they can also easily visit Indonesia for tourism. It means that mastering the skill of speaking Indonesia is crucial for BIPA students.

Based on my observations when the researcher taught BIPA students, speaking Indonesia is very difficult for them. This means that Indonesia is not their mother tongue. For them, Indonesia is the second language. The first problem is that they cannot remember Indonesia's vocabularies as well. They must often remember. The second problem is a lack of vocabulary; they lack confidence in speaking Indonesia and have no ideas about what they say.

The aforementioned problems demonstrate the need for BIPA students to have mastered the components of speaking. BIPA students should master several speaking skills, including pronunciation, comprehension, vocabulary, and fluency. BIPA students should master four components to facilitate interaction in Indonesian. According to Hidayat et al. (2016), there are some components to speaking skills that are the following:

- Pronunciation as the way of learning to pronounce the sound of language, word, and sentences.
- Vocabularies as all the words which are used by people in language. The students have to often to looking the words in the dictionary when they study. They have to know many vocabularies to increase their skill in speaking. Therefore, vocabulary is the main components should be mastered by students in speaking.
- Grammar as the structure of sentence which includes in components of speaking skills. The students should pay attention with the structure of sentence when they are speaking.
- Fluency as seen when the student can be said success in speaking when they can present their idea, expression and thought by using good grammar and good pronunciation.
- Contain of conversation as one of components in giving point for students when they speak. The student success in speaking when they can connect with contain of conversation. They can give feedback and responds based on the conversation which is spoken.

- Body language as an important component of speaking skill. Body language is the body movements expressed by someone when they speak. This body language shows the extent of a person's sincerity in language.
- Comprehension as one of components in speaking skills. The students should comprehend with the language that they speak.

Hughes argued in Husna (2020: 29) that the speaker should master the components of speaking skills. The analysis of speech performance typically involves five components: grammar, vocabulary, comprehension, fluency, and pronunciation. As a result, the researcher used a speaking scoring rubric to gather data (see attachment 1).

Moreover, Brown in Bohari (2019: 70–71) argues that there are five components to speaking skills. They are:

- Vocabulary which defines as every word that forms a complete sentence is part of the vocabulary. It is employed in verbal communication. When communicating, vocabulary usage is critical. A student must possess an extensive lexicon in order to master speaking skills. A large vocabulary is acquired, allowing the student to communicate proficiently and effortlessly. A collection of words, an element of linguistics, forms the language when spoken. Although vocabulary is of the utmost importance, it should not be the initial consideration when speaking begins at a very young age. The vocabulary is the entire set of words that constitute a given language.
- Grammar as the guiding principle when constructing sentences. When a student intends to communicate orally and in writing, he or she must be mindful of grammar. A BIPA student must adhere to grammatical principles in order to achieve a satisfactory outcome. Grammar is the guiding principle of both written and spoken language. For students to achieve success, adherence to grammatical rules is essential. Additionally, students may discover grammatical rules in syntax, morphology, and pronunciation. Occasionally, in the realm of speaking skill, neither the speaker nor the observer are concerned with syntax. However, at this time, the author has yet to present a discussion on grammar.
- Fluency when a student is able to fluently articulate their ideas and thoughts, they have achieved success in speaking. It is possible to describe students as fluent in speaking when they possess a large vocabulary, can structure sentences using correct grammar, communicate with correct pronunciation, and provide responses and feedback that are relevant to the conversation. It demonstrates that individuals possess proficient communication skills, as it comprises the cadence and velocity of fluid discourse. She may be able to use the language fluently, but she is also someone who can communicate fluently. An individual can be considered fluent if she meets certain requirements or falls into certain categories, such as students who possess the skill to pronounce words with ease. Students with extensive vocabularies are capable of pronouncing the words with ease and are cognizant of their subsequent speech. They understand the language's grammatical conventions. They are capable of relying on accurate orthography in any circumstance; this facilitates communication among them despite the absence of grammatical conventions.
- Comprehension when the student should demonstrate comprehension when communicating. Additionally, listeners comprehend what they hear. As a result, both the speaker and the observer are capable of engaging in conversation and providing responses. A subject is undoubtedly required for the conversation, both to respond to and initiate the speech, as both the speaker and the observer must have a thorough comprehension of the spoken words. In this study, however, the researcher will refer to comprehensibility as such.

- Pronunciation which refers to the manner in which a speaker produces a language's phonemes. It is also the manner in which the speaker employs tension when speaking. The student should be mindful of the manner in which they articulate words and employ stress when communicating. The process of producing a language sound, including the placement of stress, pitch, and intonation to convey emotion and intended meaning, is known as pronunciation. Therefore, it is crucial for students to enhance their pronunciation skills to ensure clear communication and easy understanding of others.

Furthermore, Tarigan (2021: 28) explained that there are some indicators or components for assessing students' speaking skills. The components of speaking skills are:

- a) Accuracy which is defined as the correct pronunciation of consonants and vowels, the absence of discernible foreign language influence, and natural speech. Vocabulary mastery refers to an individual's proficiency in a wide range of words. If one does not use accuracy in communication, the companion with proficient speaking skill may not receive the intended information.
- b) Intonation which includes words that are spoken clearly. There are no breaks or pauses, and the tone in speaking is accurate and fluent. Furthermore, the manner in which sounds or utterances are intoned and spoken may serve as an indicator of the Indonesian individual's origin.
- c) Accuracy of Speech as the categories to make up accurate speech: word selection, diction, and precise sentence construction. The frequency of vocabulary in a particular language dictates the precision of discourse. It is necessary to give careful consideration to the selection of appropriate vocabulary, ensuring it aligns with the intended significance of the conveyed information. The acquisition of accuracy in speech occurs through the abundance of words or the mastery of accuracy in speech.
- d) Grammar which indicates the proper arrangement of the sentence's subject, predicate, and object. The structure of the sentence should be as follows. The text does not repeat any phrases. Acquiring language skills solely through comprehension of established norms or standards will prove to be arduous. Students must engage in disciplined exercises pertaining to the utilization of the Indonesian language in order to develop proficiency in employing Indonesian grammar accurately and sufficiently. Students can use written text to enhance their grammatical abilities in Indonesian. The learner must put in a great deal of effort in order to acquire proficiency in communicating and language skills.
- e) Frequency as the student incorporates the frequency classification: they proceed without interruption, avoid prolonged periods of silence, execute the conversation effortlessly, and it doesn't appear contrived or forced. The student demonstrates the skill to comprehend phrases and high-frequency vocabulary that pertain to matters of immediate personal significance. Additionally, they are capable of grasping the essence of brief, unambiguous messages and announcements.

Previous studies have investigated the challenges faced by foreign students when speaking Indonesian. Budiawan (2018) had done "*Bahasa dalam Praktik Berbicara Pemelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA)*". The research revealed five distinct types of language errors, specifically in speaking skills. The five types of errors include pronunciation errors, intonation errors, sentence errors, fluency and pauses, and loudness. Additionally, there are three types of errors in sentences, which include word selection errors, affix errors, sentence ordering errors, and interference from the mother language (B1).

In addition, Yanti et al. (2023) had done research on "*Analysis of Cambodian Students' Phonological Errors in Speaking Skills*". The result of research found that there were some phonological errors that occurred in BIPA students from Cambodia, especially in

speaking skills, pronunciation errors of vowel and consonant sounds, such as: [e] became [a], [i] became [e], [h] at the end/middle became [s], [ŋ] became [ŋ] and [g], [p] became [b], [r] at the end became void, and [s] in front became the sound [z]. This study aims to identify the pronunciation issues in Indonesian phonology among BIPA students from Cambodia, enabling the adjustment of appropriate teaching materials and approaches to mitigate potential barriers to language learning.

In addition, Husna (2020) also did research on **students' speaking skill**. The results of this research show that the students have good speaking categories. They can pronounce the language well. It has a percentage of 73%. They can speak fluently. It got a percentage about 74%. They use grammar at a rate of about 73%. They can also develop their ideas well. The conversation's content got a percentage of about 75%, and their body language got a percentage of about 73%. Then, students' speaking skills fall into good categories.

According to the experts, the student has difficulty speaking. It caused them to have a lack of vocabulary; they cannot spell Indonesian well. They cannot pronounce the language very well. They cannot arrange the sentence in accordance with grammar rules. Therefore, it is crucial for the teacher to focus on the components of speaking skills, as these are the most crucial elements students need to master in speaking. From those previous studies, it can be seen that the sample and purpose of the research are different. The researcher's goal in this study is to analyze the speaking skill of foreign students in Indonesia. The research subject is a foreign student from Pakistan. In line with the statement above, the researcher conducted research by the title "Student's Speaking Skill of Foreign Speaker in BIPA Learning".

RESEARCH METHOD

This study used a qualitative method to collect data from a Pakistani BIPA student in order to achieve its goal. According to Abbussamad (2021: 32), qualitative research is a research approach in the social sciences that uses a natural paradigm. According to this theory, this research required gathering observations and interviews from the subject, the BIPA student, because Sugyono (2015) stated that qualitative is a method that contains the relationship between causes related to behavior and outcome. In addition, Creswell (2012) asserted that qualitative research involves the collection, analysis, and interpretation of data. Consequently, we documented the research findings in a structured manner. The researcher described and analyzed the data, drawing from the theories mentioned, based on the observation and interview about the speaking skill of the BIPA student during their learning. This research used observation and video recording. There were steps in collecting the data. The first step was that the researcher taught Indonesian to the BIPA student through a Zoom meeting, and the BIPA student paid attention to it. The researcher then asked the BIPA student to speak Indonesian in relation to the materials. The researcher recorded the Zoom meeting during the learning process, which was the third step. And then, the researcher asked the BIPA student to create the video. In the video, the BIPA student practiced speaking Indonesian. In the final step, the researcher scrutinized the video footage. Finally, the researcher obtained the data and proceeded to analyze it using Tarigan's (2021) indicator, which encompassed five components, including accuracy, intonation, speech accuracy, grammar, and frequency.

FINDINGS AND DISCUSSION

Based on the observation of the BIPA student's class during the learning process by recording the Zoom meeting class, the BIPA student looks interested in learning. The BIPA student is actively trying to speak Indonesian. The BIPA student also have enthusiasm to do assignments in making videos about speaking that relate to materials. This research presented the result of direct observation seen from the ways of the BIPA student that learned

Indonesian in speaking skills. The data was obtained from direct observation during the learning process, and it was also obtained from the video recording of the assignment that was made by a BIPA student. The study's findings are described in the following explanation:

Speaking Skill	Yes	No
Accuracy of vocal (Pronunciation)		
Pronunciation of consonants are correctly	√	
There is visible influence of foreign languages and speech in speaking Indonesia.	√	
Intonation		
The tone of words which spoken are accurate	√	
It breaks or pauses when the BIPA student speaks	√	
The BIPA student can speak fluently		√
Accuracy of Speech (Vocabulary Mastery)		
Word choice or diction is accurate	√	
Using sentence should be accurate	√	
Grammar		
Pronunciation of the sentence can be done correctly	√	
The sentence should arrange systematically		√
The sentence should be clear where subject, predicate, object and compliment.		√
The sentence arranges based on the structure		√
There is repeated word	√	
Frequency (Comprehension)		
Conversation is stopped	√	
Staying silent for too long		√
The conversation can be done fluently without it seems artificial (natural).		√

Based the result of research above, the speaking skill of student BIPA that are following bellow:

1. Accuracy of Vocal

Correct use of vowels and consonants can correct the accuracy of vocals. According to Tarigan (2021), when the speaker can mention vowels correctly, they can be good at speaking. In speaking, foreign languages or speech have no visible influence. Based on the research results, the researcher found that the BIPA student was able to speak Indonesian, but there was a noticeable influence from foreign languages. The script clearly demonstrates this:

Saya berashael daeri Paekistan

From the script above, when BIPA student spoken indonesia, he brought the foreign language for example: “sh” and “ae”. BIPA student could not mention the vowels and consonant of Indonesia such as “a” became “ae “and “s” became “sh”.

2. Intonation

When a speaker understands how to use stress effectively, they can correct their speech. This implies that the speaker should be aware of the appropriate tone to use while speaking. They should understand when they should use a high or low tone when speaking, as well as when they should use a long or short tone. Besides that, the speaker

can also speak fluently without pausing. Tarigan (2021) supports this by stating that it incorporates clearly spoken words. There are no breaks or pauses, and the tone in speaking is accurate and fluent. As a result of the research, the researcher found that the BIPA student still could not speak Indonesia fluently. He often stopped speaking Indonesian. The BIPA student's poor vocabulary recall was evident, yet he could articulate the words with clear intonation.

3. Accuracy of Speech

When speakers use formal language, they can receive corrections. The speakers can also use polite language when they speak with parents, friends, or their teachers. According to Tarigan (2021), the categories of speech accuracy were: word choice, diction, and sentence use should be accurate. Based on the research results, the researcher found that the BIPA student could choose the words based on the context. The BIPA student also used sentences based on context. The script makes this clear:

BIPA Student : Hello ma'am. Selamat malam.. Apa Kabar?
Teacher : Hi ilyas, Saya baik. Dan Kamu apa kabar?
BIPA student : Saya baik, Ma'am.

The script above demonstrates how the BIPA student utilized appropriate sentences depending on the context. When a BIPA student met his teacher in a Zoom meeting online, he could greet her. He also responded to questions the teacher posed.

4. Grammar

When speakers use good grammar, they can receive corrections. The arrangement of the sentence should be systematic. This implies the arrangement of the subject, predicate, and object. Tarigan (2021) emphasizes the importance of correctly pronouncing the sentence. It should be done systematically. This implies arranging the sentence in the order of subject, predicate, and object. It should be based on structure. There are no repeated words. According to the research findings, the BIPA student still make mistakes in speaking Indonesia. He did not arrange the sentence based on the structure, such as subject, predicate, and object. The script clearly demonstrates this:

BIPA Student : Usia saya dua puluh empat tahun.

According to the script above, sometimes the BIPA student still did not understand how to speak Indonesia based on structure or good grammar. The BIPA student's attempt to speak in long sentences was evident. In addition, the researcher discovered that the BIPA student frequently repeated words when speaking Indonesian. The script below illustrates this.

BIPA Student: Saya tinggal dari Lahore
BIPA Teacher: Saya tinggal di Lahore

According to the script above, BIPA student repeated words. He made a mistake when using words in a sentence. It means that BIPA student still could not arrange the sentence using good grammar.

5. Frequency

Frequency refers to the speaker's skill to speak fluently. When the speakers were able to speak fluently without stopping or being silent, they could sTarigan (2021) categorizes frequency as the continuation of a conversation, the avoidance of prolonged

silence, the skill to converse fluently, and the absence of artificial or natural sounds. r natural. Based on the result of the research, the researcher found that the BIPA student could speak Indonesia, but he still could not speak fluently. He still has problems with vocabulary. When the teacher asked him to practice speaking Indonesian, He seems artificial. It appears from the video that when the BIPA student practices counting, he speaks as if he is reading a notebook. It was not natural.

CONCLUSION

The results of research were found that:

- 1) The researcher discovered that the BIPA student could speak Indonesia, but foreign languages had a visible influence. According to the script above, when a BIPA student spoke Indonesian, he used the foreign language, such as "sh" and "ae." The BIPA student could not mention the vowels and consonants of Indonesia, such as "a" becoming "ae" and "s" becoming "sh."
- 2) The researcher found that the BIPA student still could not speak Indonesia fluently. He often stopped speaking Indonesian. The BIPA student's poor vocabulary recall was evident, yet he could articulate the words with clear intonation.
- 3) The BIPA student could use the sentence depending on the context. A BIPA student could greet the teacher when he met his teacher in a Zoom meeting online. He also replied when the teacher asked him.
- 4) The BIPA student still did not understand how to speak Indonesia based on structure or good grammar. the BIPA student demonstrated this by attempting to speak in lengthy sentences. Additionally, he frequently repeated words while speaking in Indonesian.
- 5) A BIPA student could speak Indonesian, but he still could not speak it fluently. He still has problems with vocabulary. If the teacher asked him to practice speaking Indonesian, He seems artificial. It appears from the video that when the BIPA student practiced counting, he was reading the notebook. It was not natural.

The BIPA student still struggles to master their speaking skills. This has resulted in the BIPA student having a limited vocabulary. Because Indonesian is not his mother tongue, he has difficulty speaking it. Therefore, the BIPA student has to practice their speaking skills more. He should master the speaking components. The teacher should then use a good strategy to increase the BIPA student's speaking skill. The teacher can also use learning media to help the BIPA student understand the materials.

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