

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Speaking ability means the speakers proficiency to choose and to use the language appropriately and effectively in order that the receptor can understand the message from the speaker and is able to response correctly (Olson 1994). Meanwhile according to Lado (1961), speaking ability is the ability to express oneself in life situation, or the ability to report acts, or situations in precise word, or the ability to converse or to express a sequence of the idea fluently.

Higgs (1984) quoted by Celce Murcia (1991:125) stated that in language learning students are considered successful if they can communicate effectively in their second or foreign language. Whereas two decades ago the accuracy of language produced would most likely be the major criterion contributing to the judgment of students' success or lack of success. These developments in language teaching-called the 'proficiency movement' by some and the promotion of functional or communicative ability by others-have move us away from the goal of accurate form toward a focus on fluency and communicative effectiveness. Thus, the teaching of speaking skill has become increasingly important (Murcia, 1991).

In order to develop communicative competence or what is generally known as speaking ability, there are three aspects that should be mastered by the learners ; grammatical structure, vocabulary or lexicon and pronunciation (Murcia 1991). This

idea is also supported by Byrne (1986:9), who stated that in order to be able to communicate effectively, the learners need adequate mastery of grammar and vocabulary as well as phonology.

However most students are very difficult in learning how to speak English correctly because of some aspects as stated by (Haris and Budiman, 2009): (1) the students have not bravery, self-confidence, and doubtful to speak out the English language, (2) the students have lack of knowledge and comprehension about how to combine every word in English in order to make good sentences with correct grammar, (3) the students are afraid of making errors in their pronunciation in English, (4) the students have lack of vocabularies so that their speaking will not get across easily and effectively, (5) the combination of sentence pattern made by students are listened clumsy, (6) when the students try to speak, they firstly try to translate and form the sentence pattern, (7) the students feel curious or unsuitable to speak. These are their speaking become not effective.

Speaking is the most fundamental of human skill, because we do it constantly. We do not often stop to examine the processes involved (Bailey, 2002). The mastery of speaking skill in English is priority for many second language or foreign language learners (Ricards, 2002). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Based on the writer's own experiences when he taught in SMP PGRI 3 PAGA in Sikka regency and in SMA Swasta Terakreditasi PGRI KUPANG in Kupang, there

were many difficulties encountered by students in speaking. The writer found speaking errors committed by the students especially in pronunciation, vocabulary, fluency and grammar.

Based on the problems above the writer is interested in doing a study about students' competence in communication, with the title **“A Study On the Speaking Ability of the Eleventh Grade Students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2015/2016”**.

## **1.2 Statement of the Problem**

Based on background above, the writer formulates the problem into specific question to be answered:

1. Are the eleventh grade students able to speak English correctly or not?
2. What is the level of the students' speaking ability?
3. What are the areas of difficulties that might be faced by the students in their speaking?

## **1.3 Objective of the study**

Based on the question in the problems statement, the objective that achieved in conducting this study are:

1. To find out and to know whether the eleventh grade students are able to speak English correctly or not.
2. To find out the level of the students' speaking ability.

3. To find out the areas of difficulties that might be faced by the students in their speaking.

#### **1.4 Significance of the Study**

The significance of the study is actually the usefulness and the benefit of the study for human beings. So the result of this study might give benefit for the following persons:

1. For the teacher

It is expected that the result of this study will be useful information about students' ability to speak and it is expected to help the teachers to evaluate his/her teaching.

2. For the students

By knowing the result of this study, the students will be informed about their general difficulties in speaking that deals with the aspects of grammatical, structure, pronunciation, and vocabulary.

3. The Writer

This writing can hopefully give some important inputs for the writer's understanding about English especially in speaking and the writer also gets the knowledge of how to conduct a scientific research.

### **1.5 Scope and Limitation**

The writer focuses on his study on speaking skills. This study is about the speaking ability of the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2015/2016. The total number of eleventh grade students in SMA Swasta Terakreditasi PGRI Kupang is 58 students they are divided into 3 classes namely science class, social class and language class. The writer will only take the students from social class. The total number of social class is 15 students. The aspects that will be analyzed are grammar, vocabulary, and pronunciation proposed by Hughes (1989).

### **1.6 Definition of the Terms**

There are some terms used in this study and in order to avoid readers' misunderstanding, the writer clarifies the terms in the following:

#### **1. Speaking**

Speaking is the process of building and sharing meaning through the use verbal and non verbal symbols, in a variety of contexts (Chaney, 1998:13 in Lopes 2013). In this study, speaking means that when the speakers-listeners transfer the meaning of the message of each other, they always use verbal and non verbal symbol to communicate. The verbal symbols are speech sound and tone of voice, while non verbal symbols are body language, eye contact, writing, etc.

## 2. Speaking ability

Speaking ability means the speakers proficiency to choose and to use the language appropriately and effectively in order that the receptor can understand the message from the speaker and is able to response correctly (Olson 1994). In this study speaking ability means that a person has ability to express his or her idea correctly and accurately with correct grammar, appropriate use of vocabulary and good in pronunciation. Therefore, the idea or the message which is being transferred can be fluent and understood by other people.

## 3. SMA PGRI Kupang

It is the place to be the object of analysis in this study. SMA Swasta Terakreditasi PGRI Kupang is one of the state Senior High Schools in Kupang, located on Jln. Swakarya I, Kota Raja district, Oebobo sub district, Kupang municipal.