

CHAPTER I

INTRODUCTION

1.1. Background

Speaking is the basic skill in language learning. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes.” It means that speaking is the basic skill in learning language. We also use speaking to deliver our aspiration. It means, speaking can help us to sounding our desire. Speaking also can express our opinions, to say and to converse that we want to deliver. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers and politicians, may produce even more than that.

Speaking is one of four skills that must being a habit in the school. As the foreign learner, is not easy to speak English fluently if there is not the speaking habit. As the language teacher who should make speaking habit for the foreign language learner, especially in English language. There are many aspects can make speaking English fluently. They are listening English music be often, watch the English video be often, and make the speaking English as the habit.

At the modern era, speaking English is the most aspect that must be able to by foreign learner especially the students at the school. It will be important for daily life, example for describing

something, complain to other, introducing Indonesia to foreign by using English, etc. Speaking English fluently also important for debate competition, making conversation with foreign as the tool of commerce. So, the students at the school should to prepare all of them by making English speaking habit.

In the English major, speaking English is the problem for the students. Students usually feel difficult when they asked to speak English. There are many factors that can caused the students get the difficulty when they speaking in English language. They do not have a confidence to speak English. They feel afraid to make a mistake when they speak English. Besides that, the students less in vocabulary mastery, so they feel there is not to say. Less in motivation to learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English fluently.

The first problem is inhibition. It means that, when the students doing speaking in English language, they feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Second is nothing to say. It means that the students often feel nothing to say when they get the topic that not familiar for them and they don't have a motivation to express themselves. The third problem is the participation is low or uneven. It means that, in a large group, each student will have very little talking time because only one student can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. The fourth problem is the weak of pronunciation and grammar. It means, The students do not know how to pronounce 'sh', 'th' and ending 'ed'. The last problem is mother tongue use. The students feel that mother tongue is easier than the target language (English Language). Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their

own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

The factors above can be caused students get the difficulty when they asked to speak English. The teacher in the school may doesn't know what the factors that can cause students get the difficulties in speaking English language. All of the students' speaking problems should to solve by the English language teacher. The students' problem in the speaking skill must to be identified so the teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

J.B.Heaton states in Longman Handbooks for Language Teacher (Writing English Language Tests) that test of spoken language are difficult to be in form of objective test, because it is complex skill to permit any reliable analysis to be made for the purpose of objective testing. Here, some items those have to be considered in testing or assessing speaking, they are vocabulary, pronunciation, grammar, comprehension and fluency. From those items, the teacher should make a format consisting of the criteria that will be assessed, such as rubric score. Rubric score is a scoring guide that provides criteria to describe various requirement or levels of students' performance. The criteria can be modified as what students and teacher' needs. I think, if teaching learning activities especially on assessing of students' oral performance has run well by preparing it with scoring rubric, so to monitor students' progress is easier than no preparing scoring rubric.

From the explanation above, the state of this research has big influence to create good atmosphere in teaching learning activities, especially in assessing students' oral performance. Both teacher and students need motivation and interesting in learning English. Teacher should be able to create good materials and interesting techniques in order the class does not feel bored. It seems

with Dianne statement, she said by creating good material and interesting techniques, the students are hoped to have desire and motivation to speak up in the class.¹³ Because of that, performance assessment on students' oral performance should be developed more and more.

The researcher interests to take performance in group because the students are asked to demonstrate the understanding and apply knowledge and skill in many contexts and the researcher can find out the problem of students' speaking ability. From these activities, researcher have to prepare or make analysis rubric to assess his students' performance in order to find out the problem of students' speaking ability. The researcher takes oral performance in group as a research because the student will be asked to show their speaking ability in the target language orally. Therefore, Students are asked to be more active in class. By 'oral performance' students are hoped have big influence for their English development.

Here, the researcher takes a research in second semester students at English Study Program of Islamic University of Riau because English Major students are going to be English teacher in the future. It means the students appropriates for her research because the teacher has been applied performance assessment to his students. It is known from teacher' lesson plan that show the students have to perform in speaking' materials.

In this research, the writer analyze the students' problems in speaking skill at the second semester students at English Study Program of Islamic University of Riau and what lecturers do to solve this problems. Islamic University of Riau is one of some University in Sumatera that provide cheap payment of lectures. So many students come from the region to study in Islamic University of Riau. And many students take English major for no reason. The students there still less in motivation to learn foreign language especially English Language. Because their hometown is in the region, so they speak English rarely. According to one of Speaking lecturer, the students

lack of English knowledge caused from Elementary school until Senior High School, they don't get the English material deeply. Because of this, the students get the problems when they asked to speak English fluently. Those students' problems on speaking skill should to analyze, so that the English lecturer can solve this problem.

By background of the research above, the researcher takes the title "AN ANALYSIS OF STUDENTS' SPEAKING ABILITY OF THE SECOND SEMESTER AT ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF RIAU," and hopefully will useful for English teachers or lecturers, students, the reader, and especially for the researcher her self.

1.2.Setting of The Problem

There are five problems in speaking ability. Firtsly, the students do not know how to pronounce 'sh', 'th' and ending 'ed'. Also they are weakness of grammar. Secondly, the students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Thirdly, the students often feel nothing to say when they get the topic that not familiar for them and they don't have a motivation to express themselves. Fourthly, in a large group, each student will have very little talking time because only one student can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. Fifth, the students feel that mother tongue is easier than the target language (English Language).

1.3.Limitation of The Problem

The thesis is only focused on the problem of students' speaking ability of the second semester at English Study Program of Islamic University of Riau. There are some indicators in this research as follows:

1. Fluency :
 - a. Students made long pauses and say "um" or "uh".
 - b. Students may repeat part or all of a word that students want to say.
 - c. Students seem tense while trying to speak
2. Grammar
 - a. Students made grammar slips and they can determine the time action whether it happened in the past or in the present.
 - b. Students made mistake in word usage and it make the meaning of the sentence change.
 - c. Students misplaced modifiers that is improperly separated from the word it modifies or describes. Sentences with error can sound awkward, ridiculous, or confusing.
3. Vocabulary
 - a. Students use the same words or stick to the few words they know.
 - b. Students use polysemy words or phrase and make ambiguity.
4. Pronunciation
 - a. Sound swaps around ("bird" used to be "brid")
 - b. Ending "ed"
 - c. Sound of "th"
 - d. Silent consonants

1.4. Formulation of The Problem

Based on the background and the limitation of the problem, the problem of this study can be formulated as in the following question:

“What are the students’ problem on speaking ability of the second semester at English Study Program of Islamic University of Riau?”

1.5.Objectives of The Research

Dealing with problems above, this study is intended to find out the students’ problems on speaking ability of the second semester at English Study Program of Islamic University of Riau.

1.6.The Assumption

In this research, the writer assumes that the second semester students at English Study Program of Islamic University of Riau still have enough or average speaking ability.

1.7.Need of The Research

The researcher expects that the result of this research is useful for:

1. Teacher: give meaningful input for teacher to be more accurate in assessing students’ oral performance.
2. The researcher and the readers: get more knowledge about how to assess students’ oral performance through performance assessment.

1.8.Definition of The Research

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). In this research, speaking is defined as the ability of students that have problem faced by the students.