CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety contexts (Chaney, 1998, p.13). Speaking is essential to every aspect of life. It is very important to be learned by the students. Learning to speak fluently and accurately is one of the greatest challenges for all learners. Because, to be able to speak fluently, a speaker has to speak and think at the same time. When speaking, a speaker has to monitor their output and correct any mistakes, as well as planning for what they are going to say next. To be able to speak fluently in a foreign language requires a lot of practice. Speaking practice starts with practising and drilling set phrases and repeating models. Fluent speakers will also have to learn a range of other things such as what is appropriate to say in certain situations, how to manage conversations, and how to interrupt and offer their own contributions. It is a difficult and long process to master all these subskills.

Speaking is also defined as the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48). Furthermore, Richards & Renandya (2002, p.204) described that effective speaking requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic

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elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. The main goal from speaking is a means of communication.

In Junior High School 16 Pekanbaru, teaching learning process uses school based curriculum. According to standard competence in the syllabus, the students are required to be able to express the meaning of functional text and simple short monologue descriptive and recount to interact with their environment. Based on the preliminary observation, the English teacher used communicative approach to gain the students' participation to increase the students' speaking performance. The steps done by the teacher are:

1. The teacher came to the class with full of spirit and gave motivation to encourage the students.

2. The teacher set the clear and achievable goal of a task to do by the students.

3. The teacher gave an example of a good presentation in front of the class. She also used media as one of tools to support learning process.

4. The teacher gave support and appreciation to all of the students.

5. The teacher did not give direct correction while the students did mistakes in their performance.

6. The teacher gave clear and understandable reflection after all of the performances.

In fact, the reality has shown that some of the students were not able to achieve the standard competence although those efforts had been done in terms of teaching speaking itself. It was still far from what the curriculum expected. Some of students still had difficulties in learning speaking. It could be identified where most of the students could not reach the passing grade. The students' passing grade was 76.

Those problems above can be caused by several factors such as their self assessment. According to Alibakhshi & Abbaszadeh (2012), self assessment can influence students' speaking performance. It means that the process to enhance students' speaking ability is supported by self assessment. By doing self assessment, the students can be extremely effective at monitoring and judging their own language production, they frequently have a clear idea of how well they are doing or have done (Harmer, 2001, p.102). It also makes students more active in judging their own progress and encourages them to see the value of what they have learned (Nedzinskaite in Tavakoli, 2009, p.6).

Regarding to the previous ideas, when students are involved in their own assessment, there is a good chance that their understanding of the feedback which their teacher gives to them. In fact, some of the students were not able to maximalize self assessment in their speaking class. In short, the phenomena can be seen as follows:

1. Some of the students were not able to apply an independent individual learning in speaking class.

2. Some of the students were not able to monitor their own progress about how well their performance was.

3. Some of the students were not able to judge their own activities during learning process to improve their better speaking performance.

4. Some of the students were not able to identify their learning goals in the end of speaking activities.

Based on the phenomena above, it is clear that some of the students still have problems in their self assessment and speaking. The aim of this research is to investigate whether there is a significant correlation between students' self assessment and their speaking ability. Therefore, the researcher is interested in conducting a research entitled: **"The Correlation between Self Assessment and Speaking Ability of the Eighth Grade Students at Junior High School 16 Pekanbaru."**

B. Problem

1. Identification of the Problem

Based on the phenomena that are explained by the researcher above, the problems in this research are identified as in the following questions:

a. What makes some of the students unable to apply an independent individual learning in speaking class?

b. What makes some of the students unable to monitor their own progress about how well their performance is?

    c. What makes some of the students unable to judge their own activities during learning process to improve their better speaking performance?

    d. What makes some of the students unable to identify their learning goals in the of speaking activities?

2. Limitation of the Problem

Based on the phenomena identified above, the researcher needs to limit the problems in order to pay more attention to the specific problem. The researcher focuses on self assessment and speaking ability.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems ofthe Eighth Grade Students at Junior High School 16 Pekanbaru in the following questions :

    a. How is self assessment of the Eighth Grade Students at Junior High School 16 Pekanbaru?

    b. How is speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru?

    c. Is there any significant correlation between self assessment and speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru?

C. Objective and Significance of the Research

1. **Objective of the Research**

Based on the formulation above, the objectives of the research are :

a. To find out how self asssessment of the Eighth Grade Students at Junior High School 16 Pekanbaru is.

b. To find out how speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru is.

c. To find out the significant correlation between self assessment and speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru**.**

2. **Significance of the Research**

a. Hopefully, this research is able to benefit the researcher as a novice researcher in learning how to conduct a research.

b. This research finding is expected, usefull, and valuable to both students and teacher at Junior High School 16 Pekanbaru.

c. The research findings are expected to be positive and valuable information for those who are concerned in the field of teaching English as foreign or second language.

d. The research findings are expected to be practical and theoretical information to develop the theories on language teaching in general.

D. Reasons for choosing title

a. The title of the research is relevant with the researcher's status as a student of English Education Department.

b. The title of the research is not yet investigated by the other previous researches.

c. The problems of this research are very interesting and challenging to be investigated.

d. The location of the research facilitates the researcher in conducting the research.

e. Defining of Term

To avoid misunderstanding and misinterpreting on the terms used, the following terms are necessarily defined as follows:

a. Correlation

Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistenly (Creswell, 2012, p.338). In this research, correlation refers to determining the correlation between self asssessment and speaking ability.

b. Self Assessment

According to McNamara (2000, p.136), self assessment is the process by which learners are trained to evaluate their own performances. It means that it helps learners to monitor their own progress and make accurate judgements on the level of their language proficiency.

Lim in Tavakoli (2009, p.6) decsribed that self assessment activity led learners to focus on specific criteria when learning, which they reported enabled better performances. Self assessment also can be integrated in daily classroom activities and that it can give a comprehensive picture of students' abilities and achievements in language learning. In conclusion, self assessment occurs when students judge their own work or activities during learning process to improve their better performance.

c. Speaking Ability

According to Thornbury (2005, p.iv), speaking is an interactive and requires the ability to cooperate in the management of speaking turn. Furthermore, W. F. Mackey in Nugraheni (2012, p.99) defined speaking as oral expressions that involve not only the use of the right sounds in the right patterns of rhythm an intonation, but also the choice of words and inflections in the right order convey the right meaning.

Speaking ability defined as the students' ability in expressing their ideas orally which is represented by the scores of speaking. It means tha through speaking, students learn about concepts, develop the vocabulary, and perceive the structure of the English language essential components of learning.