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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the activities that is done by English learners. It is one of the four language skills that should be learned by students in English classes besides writing, reading, and listening. A speaking cannot be produced without mastering the speaking components, such as pronunciation, listening, and grammar skills. In line with Long and Jack, (1987) in Wahyudi (2016), speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

As one of the language skills, speaking is one of the productive skills, which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with others. Considering the importance of speaking, so that Jie (1999) in Wahyudi (2016) pointed out the use of language is more important than knowing the usage of language. In addition, Cameron (2001) in Ginusti (2014) stated that speaking is the active use of language to express meanings so that other people can make sense of them.

In leaning speaking, especially for education institution, speaking is usually a priority for English language learner to measure their achievement

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in learning language. Pertaining to the ideas above Nunan (1989) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. If students are able to speak English well, they are indicated as successful students in learning language especially. So, students need to practice their speaking in term of communication frequently either in the classroom or real conversation. There are three aspects that the teacher must concern about. Those are pronunciation, grammar, vocabulary, fluency and comprehension. Pertaining with the idea above, Wahyudi (2016) stated that by mastering the components involved in speaking; pronunciation, listening, and grammar skills, speakers can produce a good spoken language.

In Indonesia, speaking English is not easy to be developed in many schools because English is a foreign language. Students prefer to use their mother tongue than English. Also, the environments do not support them to speak English. So, they seldom use English whether in the classroom or real conversation. That is why many of students are still difficult to speak English in their life. Those problems usually happen in some schools for example Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

Vocational High School Muhammadiyah 3 Terpadu Pekanbaru is one of the schools in Pekanbaru. As a formal school, it also provides an English lesson to students, especially speaking. In this school, English is learned and taught as one of the compulsory subjects. Besides, in the tenth grade of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru speaking is

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taught in English subject integrated with the other skills such as reading, listening and writing. This school is one of the schools that also use 2013 curriculum for the tenth grade but for the second and the third grade still use School Based Curriculum as guidance in teaching and learning process.

The 2013 English Curriculum of Vocational High School stated the tenth grade students must acquire oral and written form of language. 2013 Curriculum requires the students have studied the various kinds of texts: descriptive text, recount text, narrative text, and hortatory exposition. In addition, those texts consist of communicative purpose, generic structure and language features. In this school, English for the tenth grade is taught recount text. The teacher usually uses drama and storytelling to facilitate the students' speaking ability. The goals of teaching speaking based on the syllabus are *students are able to tell their own experience orally based on factual, procedural and conceptual of recount text appropriate to the context*. In this school, English is taught once a week with duration of 135 minutes (3 x 45) for one meeting. The standard of the passing grade in English subject is 75 points. The explanation of rubric for Minimum Competence Criteria (KKM) can be seen as follows:

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Table I.1
Minimum Competence Criteria

No	Score	Category	Competency
1	90-100	A (Very Good)	Students can tell their own experience orally based on factual, procedural and conceptual of recount text very accurately, and fluently.
2	76-89	B (Good)	Students can tell their own experience orally based on factual, procedural and conceptual of recount text accurately, and fluently.
3	75	C (Enough)	Students have limited skill to tell their own experience orally based on factual, procedural and conceptual of recount text
4	<74	D (Less)	Students have little skill to tell their own experience orally based on factual, procedural and conceptual of recount text

This school has done a lot of efforts to improve students' English competence in English subject, but in fact, students of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru are still difficult to speak English accurately and fluently. Based on the preliminary study in Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, the researcher did an interview with the English teacher (Ms. Fera Afriliyani, S.Pd). The researcher got some problems faced by students, such as: some of students liked to speak by using their mother tongue or Indonesian in English class and they were shy to speak English because they did not know what to say. So, it was very clear if students still found problems and difficulties in English, especially in speaking. The problems that still faced by students were indicated in some symptoms as follows:

1. Some of students were not able to speak English grammatically.
2. Some of students did not know how to use their own thinking or idea

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in speaking English.

3. Some of students lacked of vocabulary.
4. Some of students were not able to pronounce English accurately.
5. Some of students were not able to speak English fluently.

Based on the situation above, the researcher was interested in knowing students' speaking ability at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, especially for the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru. The researcher initiated to do the research under the title: **“A Study on the Speaking Ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru”**.

B. Problem

1. Identification of the Problem

After conducting preliminary study at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, it was clear that most of students were still getting difficulties in speaking. To make the problems of this research clearer, thus, the researcher identified the problems in the following identification of the problem:

- a. How was the students' speaking ability in English?
- b. What were the commonly problems that appear in students' speaking ability?
- c. How was the students' ability to improve their speaking in English?

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- d. How was the students' understanding in order to use correct grammatical when they are speaking English?
- e. How were the students able to speak English fluently?

2. Limitation of the Problem

After identifying the problems stated above, thus, the researcher was necessary to focus the problems of her research on “the speaking ability and component of speaking ability was the most difficult of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru”. The researcher limited on the speaking ability of students of recount text. The text hopefully provided opportunity for students to retell, comprehend and respond to show their understanding by using test orally.

3. Formulation of the Problem

The problems of this research were formulated in the following research questions:

- a. How was the speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru?
- b. What component of the speaking ability was the most difficult for the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru?

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C Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem above, this research was necessarily carried out in order to achieve the objectives as follows:

- a. To know the speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.
- b. To know what component of speaking ability was the most difficult for the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

2. Significance of the Research

The significance of the research can be stated as follows:

- a. Hopefully, this was able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings were also expected to be useful and valuable, especially for both teachers and students of English of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru to be positive information for their future learning process.
- c. Besides, these research findings were also expected to be valuable findings, especially for those who are concerned in the world of teaching and learning English as a second language.
- d. Finally, these research findings were also expected to be theoretical foundation to the development of theories on language

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teaching.

D. Reason for Choosing the Title

There were some reasons why the researcher was interested in carrying out this research. The reasons were as follows:

1. The title of this research was not yet investigated by other researchers.
2. The title of this research was relevant with the researcher status as students of English Education Department.
3. The location of the research facilitated the researcher for conducting the research.

E. Definition of the term

To avoid misunderstanding on this research, the term could be defined as in the following:

1. Study

According to Hornby (2000 p. 1344), Study is activity of learning or gaining knowledge, either from books or by examining things in the world. It means that, this research is to find out the students' ability in retelling their personal experience especially in recount text of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

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2. Speaking Ability

Hornby as cited in Tarmizi (2014) stated “Ability is the power of understanding”. According to Cameron (2001 p. 40), speaking is the active use of language to express meaning so that peoples can make senses of them. Wahyudi (2016 p.3) said “speaking is one of productive skill which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with another member of community....”. From the definition above, the researcher concluded that speaking ability is the ability of using language orally to transfer information, ideas, express meanings and feelings in order to make people understand one another. However, in this research, speaking ability means students’ ability in retelling their personal experience especially in recount text of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

3. Recount

Djuharie (2008) stated that recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. In this research, recount refers to the text in which the students presented about their personal experiences which happened in the past.