CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Indonesian schools, English is learned and spoken as a foreign language, therefore it has four skills to be mastered by learners. One of those skills is speaking. Speaking is a direct route from one mind to another, and is the way people usually chose when they want to ask a question, or give an explanation (Turk, 2003. p. 9). While according to Gumperz as quoted by Nazara (2011, p. 30), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances. Yet, people sometimes have difficulties to talk what they want to talk because English is only taught in school, but it is not in their daily activities.

Speaking, as a second or a foreign language teaching and learning, has been considered as the most challenging of the four skills given the fact that it involves a complex process of constructing meaning (Celce-Murcia, 2010, p. 88). Thus, some of the students have difficulties in learning English since the grammatical structure and the pronunciation of English words differ from Bahasa. However, it is not the only reason why students hard to learn this language. Another reason can come from some factors that can influence students' speaking, such as affective factors, concentration, memory, intelligence, learning environment and so on.

Speaking is always formed part of syllabus in teaching of English. It is expected that students are able to have competence, not only in written form but

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also in spoken form, since the four language skills are integrated, such as listening and reading as receptive skills; speaking and writing as productive one (Harmer, 2004). In other words, the students should have ability in speaking to make them easier in communication.

In order to accomplish students' needs toward speaking, School-Based Curriculum (SBC) provides speaking as one of the skills in mastering English that should be taught and learned in Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar. This school is one of the schools that used School Based Curriculum (SBC) as the guidance in teaching and learning process. By virtue of the standard competence of teaching English in the syllabus, the eleventh grade students are required to be able to express the meaning of simple short functional text and monologue in form of report, narrative and analytical exposition in the daily life context. Then, the basic competence, the students required to express the meaning in monologue text by using spoken language accurately, fluently, and acceptably within the daily life context in form of report text, narrative text, and analytical exposition.

Referring to the English teacher's information, Mam Indrayeni, S.Pd, the standard competence and basic competence were not achieved yet. Then, students still had difficulty in speaking such as; they had difficulty in using spoken language to convey the short functional text, in using simple present tense to convey the report text, in performing a monologue, in pronouncing the words, and they also lack of vocabulary.

Furthermore, she also mentioned about the students' minimum passing grade for English subject is 75. She said that 25% of the students or 8 students achieved the students' minimum passing grade. Meanwhile, there were 75% (24 students) of the students who did not pass. Thus, for the mean score of 75% of students who did not achieve the students' minimum passing grade of 60.

Based on the writer's preliminary observation while she was having teaching practice at Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar, the writer found phenomena that could be seen from the following symptoms, namely:

1. Some of students had difficulties in answering questions on English test as well as when they were asked to speak in front of the class.
2. Some of students were not able to express their ideas orally.
3. Some of students were not able to use grammar in speaking.
4. Some of students were lack of English vocabularies.
5. Some of students could not pronounce the English words correctly.

Dealing with these phenomena, this could be influenced by internal and external factors. The external factors are the factors that came from outside of the individual condition. For instance, affective factors, motivation (extrinsic) and environment. Meanwhile, the internal factors came from inside of the individual condition. Such as intelligence, perception, self-esteem, learning styles (Ghania, 2012).

According to Thorndike as quoted by Ahmadi (2003, p. 88) that intelligence is demonstrable in ability of the individual to make good responses from stand point of truth or fact. People are considered to have intelligence if the responses that he gave are a good response to the received stimulus. The process of response to received stimuli also known as perception. Perception is the process that takes place within the individual that begins with the receipt of stimulus until it is realized and understood by the individual. Moreover, the individual can recognize himself and his surroundings (Walgito, 2004, pp. 87-88). The perception can come from outside of oneself such as teachers, parents, environment while from inside of oneself is attention, belief, opinion. Their response to the profile from one of the intelligence types could help them to see their own strength and increase it. Besides, if the students are made aware of their own unique intelligence profiles, they might be able to make the transition from difficult learning situations to create the opportunities through their own strenghts. (Kagan and Kagan quoted by Zainudin, 2012, p. 35).

Lwin stated that the speaking ability is the main aspect and the most related to verbal intelligence, and the real verbal-linguistic intelligence actually consist of syntax, semantic, phonology, and pragmatic. (2008, p. 11). Verbal-linguistic intelligence is one of the intelligence types which considered as the intelligence of words, or the ability to use the core operations of language with clarity. The significant components of this intelligence are employed communicating through reading, writing, listening, or speaking. Also, the verbal-linguistic intelligence enables personal perceptions to be communicated and is

highly valued in schools. It helps students produce and refine language use in many formats. The ability to form and recognize words and their patterns by sight, sound, and –for some- touch is a start. The techniques of language, such as methapor, hyperbola, symbol, and grammar, are next. These are enriched with meaning by abstract reasoning, conceptual patterns, feeling, tone, structure, and an expanding vocabulary across the curriculum. Ultimately, the peaks of language development are reached by those who combine sound and sense in unique patterns to express themselves. (Bellanca, 2009, pp. 1-2)

Related to these findings, the writer wanted to investigate the relationship between students' verbal-linguistic intelligence and speaking ability. Thus, the writer interested in carrying out a research entitled "The Relationship Between Students' Verbal-linguistic Intelligence and Their Speaking Ability at The Eleventh Grade Students of Islamic Boarding School Madrasah Aliyah Darul Qur'an Tarai Bangun, Kampar".

B. The Problems

1. The Identification of the Problems

Based on the explanation above, the writer identifies the problems as follows:

a. Why were some of the students not able to achieve the students' minimum passing grade?

b. Why were some of the students unable to express their ideas orally?

c. Why were some of the students lack of English vocabularies?

d. Why could some of the students not pronounce the English words correctly?

e. How did the students identify their intelligence profile?

f. How was the students' perception on verbal-linguistic intelligence?

2. The Limitation of the Problems

The writer intends to limit and focus the problems of this research on students' perception on verbal-linguistic intelligence and speaking ability of report text. Then, the writer took; grammar, comprehension, vocabulary, pronunciation, and fluency as the aspect of speaking ability

3. The Formulation of the Problems

The problems of this research can be formulated in the following questions:

a. How is the students' perception on verbal-linguistic intelligence at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar?

b. How is students' ability in speaking at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar?

c. Is there any significant relationship between student's perception on verbal-linguistic intelligence and their speaking ability at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar?

C. The Objectives and Significances of the Problem

1. The Objectives of the Problems

Based on the formulation of the problems above, this research was going to reach the objectives as follows:

a. To find out the students' perception on verbal-linguistic intelligence at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar.

b. To find out the students' ability in speaking at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar.

c. To find out whether there is or not a relationship between students' perception on verbal-linguistic intelligence and their speaking ability at the eleventh grade students of Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar.

2. The Significances of the Problems

Regarding to the objectives of the research above, the significance of the problems as follows:

a. Hopefully, this research is able to contribute some benefits to the writer as novice writer in learning how to conduct a research.

b. These research findings are expected to give valuable information for both teacher and students at Islamic boarding school Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar.

c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching English as Foreign or Second Language.

d. These research findings are also expected to be practical and theoretical information to the development of the theories on language teaching in general.

e. Finally, to fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. The Reasons for Choosing the Title

There were some reasons why the writer was interested in carrying out this research:

1. The title of this research was relevant with the writer as a student of English Education Department.

2. The title of this research was not yet investigated by other previous writer of State Islamic University of Sultan Syarif Kasim Riau.

3. The location of the research facilitates the writer in conducting the research.

E. The Definition of the Terms

The following terms are given to make readers have the same understanding or perception for same terms used in this research. They are also

intended to avoid ambiguity or misinterpretation, so the terms here are needed to be defined as follow:

1. The meaning of relationship in this research is the correlation between the two variables. Correlation is a measure of the strength of the relationship or association between two or more sets of data (Richards, 2010, p. 139). In this research, it means relationship between students' verbal- linguistic intelligence and their speaking ability.

2. Intelligence is an adjustment or adaptation of the individual to his total environment, or limited aspects thereof, the capacity to reorganize one's behavior patterns so as to act more effectively and more appropriately in novel situations, the ability to learn the extent to which a person is educable, the ability to carry on abstract thinking, the effective use of concepts and symbols in dealing with a problem to be solved. (W. Freeman cited in Legg, 2007, p. 5). In this research, students' intelligence refers to the way they learn and understand the English materials.

3. Verbal-linguistic intelligence is the ability to understand, use, and manipulate written or spoken words productively (Gardner, 1983, pp. 73-98). In this research, verbal-linguistic intelligence means the ability of how the students manipulate the words and apply it orally.

4. Perception is a belief or an opinion that you have as a result of realising or noticing something, especially something which is perhaps not obvious to other people. It is the awareness of things that you have

by means of your senses, especially the sense of sight. (Collins, 2006, p. 2741).

5. Speaking ability is a proficiency of using language orally (Thornbury, 2005). The speaking ability means that the ability of a student as judged by his or her teacher or the other students in his or her class and school. In this research, this term means the ability of the students mentally or psychically to communicate, share, and express idea in English by considering the aspects of speaking ability.