

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the four skills in English. In speaking one learns to receive and convey messages. He can convey his thoughts directly without thinking about how to form them in written text or how to make them comprehended in reading text. Learning speaking skill is very challenging for students in Foreign Language context, because they have very few opportunities to use the target language outside classroom.¹ In Senior High School for example, they just learn speaking English about twice a week. Outside classroom they use their mother tongue in communication. So, they have less time to practice their speaking ability in English. By considering other skills, speaking becomes the first priority because it contains the most important elements in English, accent, grammar, vocabulary, fluency, and comprehension. This reason shows us that mastering speaking is truly important.

However, many students face difficulty in mastering speaking, although they have studied English earlier, even started when they were in elementary school. This problem may happen because of many factors. Actually there are some components underlying speaking effectiveness. They are grammatical competence, discourse competence, social competence, and strategic competence. All of these components can be divided into two general aspects, internal and

¹ David Nunan, *Practical English Language Teaching* (Sydney: McGraw Hill, 2003), p.54

external aspect. Internal aspects can be like grammatical competence and discourse competence (knowledge). On the other hand, external factors can be like sociolinguistic competence and strategic competence.

Nowadays, many students take an English course to improve their speaking ability. Most of them are successful, but some of them still poor in English. There are many things correlate to speaking. One of them is parts of speech mastery.

In accordance with the parts of speech and speaking, Slamet says the best way to learn English is by speaking it. And one has to learn some essentials of English grammar. One can start with parts of speech in English. Knowledge of parts of speech will really help one master English in a few days.² From his statement, it can be recognized that parts of speech are a part of speaking. Students need parts of speech in forming their sentences. Therefore, students must master parts of speech intensively.

Parts of speech (POS) is the core of sentences. Especially in academic context, if one is not able to differentiate and form appropriate parts of speech it will make ambiguous in his sentences. Then, his interlocutors are not able to understand the meaning of his spoken. This condition leads to lacking communication. In addition, John says that it is essential to have some knowledge of the different parts of speech, and how the part of sentence relates to each other.³ This statement shows that mastering parts of speech is very essential in learning English, especially in speaking.

² Slamet Riyanto, *The Easy Way to Master English in a Few Days* (Yogyakarta: Pustaka Pelajar, 2008), p. 1

³ <http://www.ucl.ac.uk/internet-grammar/intro/intro.htm>. Retrieved on January, 23rd 2014

Parts of speech are also called as word classes. Generally, in many grammar books, there are actually eight types of words classified according to their functions, named the “eight parts of speech”, they are noun, pronoun, verbs, adjectives, adverbs, preposition, conjunctions, and interjection or exclamation. Rachmat says that from those parts of speech there five types of words which are very influential in studying English at basic level, one has to comprehend them perfectly.⁴ Those five parts of speech are regarded to be the main components of the basic structure of English sentence, and if they are wrongly applied, the composed sentence will hardly be well understood. They are noun, pronoun, verb, adverb, and adjective. From his statement it is clear that learning parts of speech is very prominent. Students cannot apply their language well without mastering parts of speech. For example in saying something or delivering their speech. They have to know at least the difference among noun, pronoun, verb, adverb, and adjective. It is used in order to avoid misunderstanding. That is way mastering parts of speech can help students achieve a good understanding in speaking.

SMAN 12 Pekanbaru is a school that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. In speaking skill, the basic competences stated in the syllabus for the eleventh grade of Senior High School 12 Pekanbaru is “students are able to respond the meaning of transactional (to get thing done) and interpersonal (to socialize), by expressing the information of genre texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition including expressing love, sorrow, attention, embarrassment,

⁴ Rachmat Effendi P, *English for Translating and Interpreting Study* (Jakarta: HAPSA ET STUDIA, The Institute of English Translation, 2008),p. 41

anger, attitude, annoyance both of formally and informally in spoken language usage accurately and fluency.”⁵

The students at the eleventh grade of SMAN 12 Pekanbaru study English twice a week that consists of two hours each time (1x45 minutes per meeting). The application of teaching and learning process of English is divided into two meetings. The first meeting is used for explaining the materials, whereas, the other is used for practicing English ability. In teaching English, the teacher uses some strategies like conventional strategy, discussion, working in groups, and debate activity. From the explanation above, students have been taught speaking maximally. But, based on the researcher’s interviewing the teacher on 28 February 2014, there are some of the students who cannot speak English well. For example, the students speak English by using inappropriate parts of speech, they often make mistake in using the parts of speech in their spoken language. Moreover, they sometimes lost their vocabulary when they are speaking. Probably it might come from their knowledge, environment, habit, etc. even though they have studied English since elementary school, but in fact, the effort of study is still under the curriculum target. It can be seen from the following phenomena:

1. Some of the students are not able to use proper vocabularies in speaking English. Some of them use *too* in the middle of a sentence.

Example:

He is not just for Muslim, but he is too for all people in the world.

(incorrect sentence)

⁵ Taswin, S. Pd, *Syllabuses of SMAN 12 Pekanbaru* (Pekanbaru, unpublished, 2013), pp.2-3

(observation)

He is not only for Muslim, but also for all people in the world.

(correct sentence)

2. Some of the students are not able to use appropriate parts of speech in speaking English. Some of them use 'he' to indicate the object of a sentence.

Example:

I hope we can imitate he. (incorrect sentence)

(observation)

I hope we can imitate him. (correct sentence)

3. Some of the students are not able to speak English fluently. Some of them are stammered when they are speaking. (interviewing the teacher on February, 28th 2014)
4. Some of the students face difficulties in expressing their ideas by using English. Some of them are falling silent when speaking. (interviewing the teacher on February, 28th 2014)

Based on the symptoms above, the researcher would like to carry out a research entitled: "The Correlation between Students' Parts of Speech Mastery and Their Speaking Ability at SMAN 12 Pekanbaru."

B. The Reason for Choosing the Title

The researcher is interested in doing this research because of the following reasons:

1. Based on the problems faced by the students in speaking ability, mastering parts of speech is the most appropriate effort to have them solve the problem.
2. Researcher wants to know whether parts of speech mastery have correlation to students' speaking ability.
3. By considering parts of speech mastery, the researcher hopes it will be useful for teacher and the students in the school as one of the ways in improving speaking ability later.

C. The Problem

1. Identification of the Problem

Based on background and the phenomena on the difficulties and intricacies encountered by the students, thus problems of this research are identified as in the following:

- a. Some of the students are not able to use proper vocabularies in speaking English.
- b. Some of the students are not able to use appropriate parts of speech in speaking English.
- c. Some of the students are not able to speak English fluently.

- d. Some of the students face difficulties in expressing their ideas by using English.

2. The limitation of the Problem

From the identification of the problem, the researcher focuses the research only on finding out the students' parts of speech mastery and their speaking ability in order to know whether there is correlation between students' parts of speech mastery and their speaking ability at the eleventh grade students of Senior High School 12 Pekanbaru. The researcher limits parts of speech here only for group of nouns, pronouns, verbs, adverbs, and adjectives. It is because those five groups are regarded to be the main components of the basic structure of sentence. If they are wrongly applied, the meaning of sentences will be ambiguous.

3. The Formulation of the Problem

Based on some problems that have been found, the researcher formulates the problem as follows:

1. How is the students' parts of speech mastery?
2. How is the students' speaking ability?
3. Is there any significant correlation between the parts of speech mastery and students speaking ability?

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out how the students' parts of speech mastery.
- b. To find out how the students' speaking ability.
- c. To find out whether there is significant correlation between the parts of speech mastery and students' speaking ability.

2. Significance of the Research

The writer hopes that the finding of this research will provide the contribution and information to:

- a. The teacher and students: to give information and contribution to teacher and students about their weakness in understanding parts of speech in speaking ability, so they will find solutions in order to master it.
- b. Readers: this research will be as information for the reader especially university students. This research also can be used later by future researcher.
- c. The researcher: to enlarge the researcher's knowledge about the research especially in the topic of the correlation between the parts of speech mastery and speaking ability.
- d. It is one of the requirements for finishing the researcher's undergraduate study program (S1) at the Department of English Education at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

E. The definition of the Term

In order to avoid misunderstanding and misinterpreting in this research, it needs some information and definition about the key terms. They are as follow:

1. Correlation

Correlation is a connection between two or more things, often one in which one of them causes or influences the other.⁶ In this research the connection and influence between the students' parts of speech mastery and their speaking ability are what the researcher calls as correlation.

2. Parts of speech

Parts of speech are categorized into which words are placed according to the work they do in a sentence.⁷ Parts of speech are also called as word classes. Words are grouped in to word classes according to the function. Here, the research about parts of speech only focuses on noun, pronoun, verb, adverb, and adjective.

3. Speaking ability

Speaking ability is a proficiency of using the language orally.⁸ Proficiency here is the ability of the students. It means that speaking ability is the ability of the students to explore and to convey their ideas in spoken language.

⁶ Elizabeth Walter, *Cambridge Advance Learners' Dictionary-3rd Edition* (Cambridge: Cambridge University Press, 2008)

⁷ Richard Nordquist, <http://grammar.about.com/od/basicssentencegrammar/a/POS.htm>. Retrieved on January, 23rd 2013

⁸ Schott Thornbury, *An A-Z of ELT; A Dictionary of Terms and Concepts Used in English Language Teaching* (Kuala Lumpur:McMillan, 2006), p. 208