

CHAPTER II

THEORITICAL FRAMEWORK

A. The Theoretical Framework

1. Speaking Ability

a. The Nature of Speaking Ability

Speaking is very important for us in learning a language as communication. By speaking we can deliver our minds. Speaking is also a crucial part for students in language learning process because in speaking the students not only get knowledge of target language but also the students are able to interact to their friends.

According to McDonough and Shaw,

“When we ask our students to use the spoken language in the classroom, we require them to take part in a process that not only involves a knowledge of target form and function, but also a general knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear¹”.

There are action and reaction matters in active speaking. It means that active spoken contains speaker and listener, and feedback from the listener. Speaking does not mean only to say something without purpose. But, speaking means how meaning from the speaker can be accepted by the interlocutor well. More, Nunan says that speaking in a second or

¹ Jo McDonough and Christopher Shaw, *Materials and Method in ELT* (Hongkong: Library of Congress Cataloging in Publication Data, 2003), p. 135

foreign language will be facilitated when learner can actively engaged in attempting to communicate.² It means that communication is the key of speaking in second or foreign language. Every student should attempt to interact with others. When they try to speak each other, they will get more in spoken English.

In order to improve speaking ability, students have to know some components of speaking effectiveness. According to Canale and Swain in Richard and Renandya,³ there are four components underlying speaking effectiveness. They are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. (1) Grammatical competence refers to expertise in grammar (morphology, syntax), vocabulary, and mechanics (sounds of letters and syllables, pronunciation, intonation, and stress); (2) Discourse competence is concerned with essential relationship (the rules of cohesion and coherence); (3) Sociolinguistic competence leads to competence which involves knowing what is expected socially and culturally by user of the target language; and (4) strategic competence refers to the way learners manipulate language in order to meet the communicative goals. By considering those four elements, it can help learner to encourage themselves to improve their speaking ability.

² David Nunan, *language Teaching Methodology: A Textbook for Teachers* (Sidney: Macquarie University, Prentice Hall International English Language, 2000), p.51

³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 206

Speaking is one of the skills in English that should be mastered well. There are some components included in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronunciation

Pronunciation is the language feature most readily identifies speakers as non-native.⁴ It means that through pronunciation we can recognize the origin of a person. The sound of word will be different among nations. But, it does not mean that non-native cannot speak as fluently as native speaker does. Everyone has a chance to master English as far as they can effort in learning and practicing it.

Pronunciation is very important part of learning the spoken language. Therefore, as an English teacher, one not only teaches well pronunciation but also makes it possible for the students to acquire good pronunciation by imitating him.

There some factors affecting pronunciation learning:⁵

a) Native language

Different language will produces different sound of word. Therefore, native language will be the most influential factor affecting a learners' pronunciation.

⁴ Marianne Celce Murcia . *Teaching English as a Second or Foreign Language, third edition* (Boston: Thomson Learning, 2001) p. 117

⁵ H. Douglas Brown. *Teaching by principle; An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall Regents Englewood Cliffs, 1994), pp. 260-261

b) Age

Children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts.

c) Exposure

The quality and intensity of exposure is more important. The exposure of pronunciation will be reached by practicing the language. The more one practices, the more he gets.

d) Innate phonetic ability

Everyone has different knack in phonetic ability. But, if pronunciation seems to be naturally difficult for some people, they should not despair, because they can improve their competences by some effort and concentration.

e) Identity and language ego

Yet another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

f) Motivation and concern for good pronunciation

Motivation and concern for good pronunciation is very important in mastering pronunciation. If the motivation and concern is high, the necessary effort will be expended in pursuit of goals. It means that one will be diligent in learning and practicing pronunciation.

2) Grammar

Grammar is the one central aspects of foreign language teaching. It is a system of rules governing the conventional arrangement and relationship of words in a sentence.⁶ Grammar focuses on how to form the words become sentence, and how to form sentence in a good paragraph or how to arrange words in delivering meaning for good communication.

Celce-Murcia in Douglas (1994) states that there are six variables that determine the importance of grammar⁷.

(a) Age

Young children can profit from a focus on form only if the focus is very, very simple and stated or illustrated in concrete form. Adults, with their abstract intellectual capabilities, can use grammatical pointers to advance their communicative abilities.

(b) Proficiency level

At the beginning level, grammatical focus is helpful as an occasional “zoom lens” with which we zero in on some aspect of language that is currently being practice, but not helpful if it becomes the major focus of class work.

(c) Educational background

Students who are non-literate or who have no formal educational background may find difficult to grasp the complexity of grammatical terms and explanation.

⁶*Ibid.*, p. 347

⁷ *Ibid.*, p. 349

(d) Language skill

Because of the permanence of writing and the demand for perfection in grammatical form in written English, grammar work may be more suitable for improving written English than for other skills.

(e) Register

Informal context often makes fewer demands on a learner's grammatical accuracy.

(f) Needs and goal

If the learners are headed toward professional goals, they may need to stress formal accuracy more so than learners at the survival level.

3) Vocabulary

Vocabulary is the most important element which is verbal communication. Without vocabulary verbal communication is nothing, because the key of spoken language is the word.

There are some backgrounds to teaching vocabulary:⁸

- (a) Learning from meaning-focused input-learning through listening and reading.
- (b) Deliberate language-focused learning-learning from being taught sound, vocabulary, grammar, and discourse.
- (c) Learning from meaning-focuses output-learning by having to produce language in speaking and writing.

⁸ Nunan, *Op.Cit.*, p 133

(d) Developing fluency-becoming quick and confident at listening, speaking, reading, and writing.

4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.⁹ It means that fluency consists of speed and ease in speech and comprehension in oral communication.

Fluency has the following characteristics:¹⁰

(a) Fluent language use involves “the processing of language in real time.

That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk.

(b) Fluent language use does not require a great deal of attention and effort from the learner.

(c) Fluency is a skill. Although it depends on quality of knowledge of the language, and its development involves the addition to and restructuring of knowledge, in essence it involves making the best possible use of what is already known.

5) Comprehension

Comprehension means knowing about something, ability to have knowledge about what have been learned. Comprehension here is the ability of knowing what to be said and what meaning to be received.

⁹ *Ibid.*, p. 55

¹⁰ I.S.P Nation and Jonatan Newton. *Teaching ESL/EFL Listening and speaking* (New York: Roudledge Taylor & Francis Group, 2009) p. 151

Misunderstanding or misinterpretation in oral communication is very fatal. Therefore, effective communication will not be reached.

Speaking ability is a proficiency of using the language orally.¹¹ Students' speaking ability takes place when someone is able to use sentence orally in social interaction. Effective speaking has nothing to do with the outdated concept of 'elution' where everyone was encouraged to speak in the same of manner. Rather, effective speaking concerns being able to speak in a public context with confidence and clarity, whilst at the same time reflecting one's own personality.

According to Brown, there are micros skills of oral communication that should be mastered on speaking ability¹².

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical unit (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.

¹¹ Thornbury, Op.Cit.

¹² Douglas Brown, Op.Cit., pp. 257-258.

7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-correction, backtracking—to enhance that clarity of the message.
8. Use grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, elliptical forms.
9. Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Appropriately accomplish communicative functions according to situations, participations, and goals.
13. Use appropriate register implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connection between events and communication such relations as mind idea, supporting media, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b. Factors Affecting Speaking Ability

Speaking is very important in English. One uses speaking for example to express his feeling or to convey meaning or ideas. Speaking functions for communication like in transaction, interaction, or performance. Communication does not run well without speaking. It also becomes a consideration of English mastery. One is often valued from his spoken language. When he can speak clearly and fluently, he is regarded to master English. Unfortunately, many people, especially students are not able to speak well. According to Kang Shumin in Richards and Renandya, there are some factors affecting students' speaking ability. They are age or maturational, aural medium, socio-cultural factors, and affective factors.¹³ Regarding to this explanation, Douglas adds that there are current issues that will help to provide some perspective to the more practical considerations. They are the place of pronunciation teaching, accuracy and fluency, and interaction effect.¹⁴ From these statements it can be stated that there are some factors affecting students speaking ability.

1) Age or Maturational Constrain

Age is one of the most commonly cited determinant factors of successful or failure in foreign language learning. Adult learners do not seem to have the same innate language specific endowment or propensity as children for acquiring fluency and naturalness spoken in English.

¹³ Jack C. Richards and Willy A. Renandya, *Op.Cit*, pp.205-206

¹⁴ Douglas Brown, *Op.Cit.*, pp. 254-255

2) Aural Medium

Listening plays an extremely important role in development of speaking ability. Speaking feeds on listening which precedes it. Usually one speaks, and others respond through attending by means of the listening process. During interaction, every speaker plays a double role both as listener and as a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely related to listening.

3) Socio-cultural Factors

From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated. It means that sharing values and beliefs create the traditions and social structure. When one wants to speak, he must recognize how the language is used in social context. Every language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner.

4) Affective Factors

The affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Anxiety becomes the most consideration here, because it is related to feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language in public, especially in front of native

speakers, is often anxiety-provoking. Sometimes, students are difficult to speak because they are worried. The anxiety of students makes them afraid of speaking. They worry if they are wrong, or incomprehensible.

5) The place of pronunciation teaching

Pronunciation includes imitation drills, memorization of patterns, minimal pair exercise, and explanation of articulator of phonetics.

6) Accuracy and fluency

Fluency is an initial of goal in language teaching. While, accuracy focuses on element of phonology, grammar, and discourse in students' spoken output.

7) The interaction effect

Interaction consists of collaboration between persons. Everyone has their style in communication. This condition will affect the interlocutor. Often, students' performance is colored by interlocutor or he or she is talking with.

Achieving speaking ability is also very influenced by the way of how the teacher teaches. According to Nunan, there are many principles that every teacher should consider while planning a speaking course:¹⁵

1. Be aware of differences between second language and foreign language learning context.

¹⁵ Nunan, Op.Cit., pp. 54-55

Second language context is one where the target language is the language of communication in the society. On the other hand, a foreign language context is one where the target language is not the language of communication in the society. The learners have few opportunities to use the target language outside the classroom.

2. Give students practice with both fluency and accuracy

In language lessons, learners must be given opportunities to develop both of their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during the lesson.

4. Plan speaking tasks that involve negotiation for meaning.

Negotiation of meaning means learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make themselves understood.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Transactional speech means communicating to get something done, including the exchange of goods and/or services. While, interactional speech means communicating with someone for social purpose.

From the explanations above, it becomes a consideration for everyone to stay in well-effort when they want to reach speaking ability. Especially for academic environment, it needs active and creative interaction from both teacher and learners.

2. Parts of Speech (POS)

a. The Nature of Parts of Speech

Parts of speech refer to an identifying label given to a word based on how it is used in a sentence. The parts of speech of traditional grammar are a combination of the bases and the function words. Parts of speech are also called word classes. Word classes are categorized into two classes, open and close classes.

1) Open classes

Some word classes are open, that is, new words can be added to the class as the need arise.¹⁶ Words included in open class are noun, verbs, adverb, and adjectives. For example the class of noun, because of the scientific discovery, new products are developed, and new ideas are explored, development of computer technology create many new nouns: internet, website, modem, email, etc.

¹⁶ <http://www.ucl.ac.uk/internet-grammar/wordclas/wordclas.htm>, Loc.Cit

2) Close classes

Words categorized by closed-class items because they made up of finite sets of words which are never expanded. Items included in close classes are pronoun, conjunction, preposition, and interjection.

There are different statements regarding to classification of parts of speech. John recognized seven major of parts of speech. They are verb, noun, determiner or article, adjective, adverb, preposition, and conjunction. He does not state pronoun as a part of parts of speech, but it is as a subclass of noun. In his research, he uses three criteria for determining parts of speech. They are (1) the meaning of the words; (2) the form of 'shape' of the words; (3) the position or 'environment' of the words in a sentence. Whereas, Richard, Rachmat, and Slamet do not state determiner as a part of word classes. They state that there are eight items categorized as parts of speech, including pronoun and interjection. In other opinion, all the words in English language are divided into nine great classes. Here, all of determiner, pronoun, and interjection are included.¹⁷ Although there are some opinions about the classification of parts of speech, but the most sources state that parts of speech are divided into eight categories. Here, the researcher concludes that parts of speech are divided into eight categories.

¹⁷ <http://www.enhancemyvocabulary.com/parts-of-speech.html>. Retrieved: January, 18th 2014.

Below are the eight parts of speech and examples of each word:

1. Nouns

Noun is any word that compiles with one of the following conditions: (1) to be positioning as a subject; or (2) to be positioning as an object; or (3) having existence physically or mentally (in mind); or (4) possible or having relationship to ownership, though physically not in form of a real noun, and/or initiated by preposition.

Noun is divided into countable and uncountable noun. Countable noun consists of two kinds, plural and singular nouns. Plural noun is influenced by *s* or *es* added. Otherwise, uncountable noun does not use *s* or *es* ended. It is also known as non-count noun or mass noun.

There are four kinds of noun in English. They are common noun, proper noun, abstract noun, and collective noun.¹⁸ Knowing the names of those nouns seems not very crucial in forming a sentence. But, it can be as a view for everyone who wants to enlarge his view in English. In order to avoid misinterpretation of the kinds of English nouns, it is better to know the example below:

Countable noun : apple (an apple/ apples)

Uncountable noun : water (cannot be form to be 'waters')

Common noun : man, table, fish, foot, etc

Proper noun : Indonesia, France, Mr. Rachmat, etc

Abstract noun : beauty, charity, fear, joy, etc

¹⁸ A.J. Thomson and A.V Martinet, *A Practical English Grammar* (New York: Oxford University Press, 1985), p.24

Collective noun : team, crowd, swarm, etc

The basic functions of noun are to indicate name of person, place, or thing; as a subject of a sentence; as an object of a verb; as an object of preposition; or as a complement object of *to be*, *become*, and *seem*.

A noun can also be in the possessive case

Examples:

Silence is gold.

I speak to Tom.

Tom's books are various.

2. Pronouns

Pronouns are the words used instead of the names of persons, places, or things. The basic function of pronoun is to take place of a noun in order to avoid repetition. There are four kinds of pronoun. They are personal pronoun, possessive pronoun, reflexive pronoun, and emphatic pronoun.¹⁹

a) Personal pronoun

Personal pronoun is used as a subject or as an object of a sentence.

Example:

Ridwan is a clever boy. He is at the first rank at his school.

His parents love him very much.

He is the subject of the sentence.

Him is the object of the sentence.

¹⁹ Silvester Goridus Sukur, *Cara Mudah Menguasai Tenses* (Yogyakarta: IndonesiaTera, 2010), pp. 11-14

b) Possessive pronoun

There are two kinds of possessive pronoun, possessive adjective and possessive pronoun.

Example:

Possessive Adjective

I want to return your dictionary.

Possessive Pronoun

This is my English book and that is yours.

c) Reflexive pronoun

Reflexive pronoun is used to show the cause of an action that act by a subject impacts to he himself.

Example:

I cut myself when I was shaving this morning.

d) Emphatic pronoun

Emphatic pronoun is the same pronoun as reflexive, but it functions to strengthen the subject of a sentence.

Examples:

We ourselves can do it well.

I myself went to the place yesterday.

Here is the table of pronoun:

Table II.1
Pronoun

Pronoun					
Personal pronoun		Possessive Pronoun		Reflexive Pronoun	Emphatic Pronoun
Subject	Object	P. adjective	P. Pronoun		
I	Me	My...	Mine	Myself	Myself
You	You	Your ...	Yours	Yourself	Yourself/yourselves
We	Us	Our ...	Ours	Ourselves	Ourselves
They	Them	Their ...	Theirs	Themselves	Themselves
She	Her	Her ...	Hers	Herself	Herself
He	Him	His ...	His	Himself	Himself
It	It	Its ...	-	Itself	

3. Verbs

Verb is any word notifying about movement, act, effort, or intention. It is used to state, ask, request, or command. There are two classes of verbs, auxiliary verb and ordinary verb.²⁰ Both of these two classes have different function.

a) Auxiliary verb

Auxiliary verbs help to form a tense or an expression, voice, and mood. They are including in auxiliary verbs are to be (am, is, are, was, were, been), do (do, does, did), have (have, has, had), and modal auxiliary (can, could, shall, should, will, would, may, might, and must).

²⁰ A.J. Thomson and A.V. Martinet, *Op.Cit.*, p.105

Example:

They were sleeping at 11 o'clock pm last night.

I believe that you can do it well.

My sister has many books.

b) Ordinary verb

Ordinary verbs are divided into two kinds, transitive and intransitive. Transitive means the verb is connected directly to the object. Whereas, intransitive means the verbs connected indirectly to the object.

Example:

He drinks coffee one a week. (transitive)

My father went to Mecca three years ago. (intransitive)

4. Adjectives

Adjectives are the words used to describe persons, places, and things. The words tell us what a thing is like. In brief, the basic function of adjectives is to modify noun. Generally, there are three kinds of adjective. They are ordinary adjective, causative adjective, and modified adjective.²¹ From this statement, it is known that adjectives are various.

a) Ordinary adjective

Ordinary adjective means the adjective comes from itself. They are entirely printed in dictionary.

²¹ Rachmat Effendi P, *Op.Cit.*, pp. 57-58

Examples:

That is a good idea.

I really like a red bag.

Ahmad is very happy because he gets a high score.

b) Causative adjective

Causative adjective means the adjectives are modified from verb because of causal influence. These adjectives are classified into two types, active causative adjective and passive causative adjective.

Active causative adjective is derived from verb + ing.

Example:

Active causal adjective:

My father is an educating person. (My father is active in education despite he is not a teacher).

Passive causative adjective is derived from passive verb.

We are educated people. (some people have made us intelligent and well-educated)

c) Modified adjective

Modified adjective is adjective that is derived from noun. This modified adjective is included in compound noun. The examples are:

Yusfiana is a beautiful long hair girl.

Alqur'an is the most valuable-printed material.

5. Adverb

Adverbs are words used to modify the meaning of verbs, adjectives, or other adverbs. The words tell us how, when, or where an action takes place. There are six kinds of adverb commonly used. They are adverb on manner, adverb of place, adverb of time, adverb of frequency, adverb of certainty, and adverb of degree.²² From this statement, it is known that there are various kinds of manner. Actually, there are more kinds of adverb, but all of those six adverbs above are more famous.

a) Adverb of manner

Adverb of manner is used to explain how something is done or how something takes place.

Example:

He speaks English fluently.

She works hard every day to finish her research paper.

My cat runs fast.

b) Adverb of place

Adverb of place is used to indicate a place where something done.

Example:

Titik lives in Semarang.

The cat is sleeping under the table.

They came here yesterday.

²² Silvester Goridus Sukur, *Op.Cit.*, 26-33

c) Adverb of time

Adverb of time is an adverb which shows when something is done.

Example:

He is reading a novel now.

Did you come here last week?

She arrived at 9 pm.

d) Adverb of frequency

Adverb of frequency is an adverb to show the frequency of something done.

Example:

Jun always does her job well.

I never come late.

Fadhil goes to school every day, except Saturday and Sunday.

e) Adverb of certainty

Adverb of certainty functions to show seriousness.

Example:

Apparently he knows the place well.

They are obviously intelligent.

Actually, I come here just to see you.

f) Adverb of degree

Adverb of degree is used to explain level of something.

Example:

It is truly important for me to get the knowledge.

He is fairly tall.

He types quickly enough.

6. Prepositions

Prepositions are words used with noun or pronouns generally being placed in front of them and show the relationship of this word to other parts of sentence. Preposition comes from two words ‘pre’ and ‘position’, pre means before; and position means located at. Thus, the initial meaning of it is ‘located before’. It means that this word can only be placed before noun or pronoun.

Example:

Ehsan always goes to school from his house by bicycle.

I saw her on Sunday. She sat near the stone.

7. Conjunctions

Conjunction functions to join words, phases, and clauses. It is applied to connect two similar or equivalent words or sentences (parallelism) in order not to be boring or monotonous in usage.

Examples:

You and I are classmates.

We left the party before we felt tired.

Mr. Smith is poor but happy.

8. Interjections

Interjection is also termed exclamation (exclaiming sentence), as even though it may stand in the form of a single word, still it means a sentence if it has a clear meaning. The basic function of interjection is to express emotion.

Example:

Run! Get the doctor.

Oh, my God!

Look out! Hurrah...

b. The Correlation between Parts of Speech Mastery and Speaking Ability

Mastering parts of speech is very important in learning English, especially in speaking skill. Learning the parts of speech is an integral part of a young person's education. Nouns, verbs and other sentence pieces lay the foundation for proper use of the English language.²³ A correct sentence often depends on the students' ability in identifying the function of words. When they cannot identify the word it will make ambiguous in meaning of their sentences. On the other hand, the key of communication is understanding meaning.

Regarding to the correlation between parts of speech mastery and speaking ability, Waqar says that [parts of speech](#) are important, because

²³ Leah Williams, http://www.ehow.com/info_8138292_ways-teach-parts-speech.html. Retrieved on January 24th 2014.

they show us how the words relate to each other.²⁴ From his statement, it can be recognized that learning parts of speech means learning how to form the word well. In one side mastering grammar is not very important in speaking. But, it is realized that the way to conduct appropriate meaning in communication is by using good grammar (parts of speech) usage. Here, it has been known that part of speech is a part of grammar. So, it can be concluded that mastering parts of speech is very important in order to reach good spoken. In other words, parts of speech correlate to students' speaking ability.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.²⁵ There are several relevant researches which have relevancy to the research especially in parts of speech and speaking area. Some of them are:

1. The research was conducted by Puspa Gunday "The Correlation between Students' Word Class Mastery and Their Writing Narrative Paragraph Ability at The Second Year Students of SMA N 1 Benai Taluk Kuantan."²⁶ There, she found that there was significant correlation between students' word class

²⁴ <http://www.POS%20work%20sheet/importance-of-the-parts-of-speech.html>. Retrieved on January 25th 2014

²⁵ M. Syafi'I, *From Paragraph to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: LBSI, 2011), p. 122

²⁶ Puspa Gunday, *The Correlation between Students' Word Class Mastery and Their Writing Narrative Paragraph Ability at The Second Year Students of SMAN 1 Benai Taluk Kuantan* (Pekanbaru: unpublished, 2009)

mastery and their writing narrative paragraph ability. Gunday's research has relevancy to this research because both of the X variable of these research are same. Gunday tried to find out the correlation between parts of speech (word class) mastery and writing narrative paragraph ability. However, so far no research finds about the correlation between word class mastery and speaking ability yet. Therefore, researcher tries to find out the correlation between parts of speech mastery and speaking ability.

2. The research was conducted by Siti Zakiatun Nisa "The Effect of Using Persuasive Speech Technique toward Students' Speaking Ability of the Second Year at SMAN 12 Pekanbaru, 2013."²⁷ She found that there was a significant effect of using persuasive speech technique toward speaking ability. Nisa's research has relevancy to this research because of two reasons. They are (1) Both of the Y variables of the researches are same, speaking ability. Nisa tried to find out the effect of persuasive speech toward students' speaking ability, but she did not try to find out a factor that correlates to speaking ability. Whereas, the researcher tries to find out the correlation between the students parts of speech mastery and their speaking ability; (2) Nisa as well as the researcher did the research in the same place, SMAN 12 Pekanbaru.

²⁷ Siti Zakiatun Nisa, *The Effect of Using Persuasive Speech Technique toward Students' Speaking Ability of the Second Year at SMAN 12 Pekanbaru* (pekanbaru: Unpublished, 2013).

C. The Operational Concept

In order to avoid misunderstanding about this research, it is needed to explain about the variables used. This research focuses on students' speaking ability. This research consists of two variables namely variable X and variable Y. X is independent variable, meanwhile Y is dependent variable. By combining explanation from several references stated before, they are from A.J Thomsom and Martinet, Rachmat, Marianne Celce Murcia, Douglas, I.S.P Nation, etc, there are some indicators of parts of speech mastery and speaking ability.

1. Parts of speech mastery as independent variable has some indicators below:
 - a) The ability of the students in identifying the noun as a subject.
 - b) The ability of the students in identifying the noun as an object.
 - c) The ability of the students to use correct pronoun.
 - d) The ability of the students to form transitive verb.
 - e) The ability of the students to form intransitive verb.
 - f) The ability of the students to form adverb of manner.
 - g) The ability of the students to form adverb of place.
 - h) The ability of the students to form adverb of time.
 - i) The ability of the students to place and to form adjective.
 - j) The ability of the students to differentiate the part of speech (nouns, pronoun, verbs, adverbs, and adjective) in speaking.

2. The students' speaking ability as dependent variable has some indicators below:

- a) The ability of the students to speak grammatically.
- b) The ability of the students to speak with having good vocabulary choices.
- c) The ability of the students to speak by using correct part of speech.
- d) The ability of the students to speak fluently.

D. The Assumption

This research is based on these following assumptions:

1. The students' parts of speech mastery and speaking ability are various.
2. The better students master parts of speech the better their speaking ability would be.

E. The Hypothesis

Ho : There is no significant correlation between the students' parts of speech mastery and their speaking ability.

Ha : There is significant correlation between the students' parts of speech mastery and their speaking ability.