

CHAPTER I

INTRODUCTION

A. Background of the Problem

In this world, English is the most important languages as a means of communication. It is widely used for many purposes, such as education, culture, politics, economics, science, and technology. One of the evidences that shows us the important position of English as the second language is that English is taught in almost all level of educational institutions, starting from elementary school up to the university level.

In many countries, English is learned as a foreign language that includes in Indonesia while others speak English as a second language. Syafi'i stated that English has been the dominant foreign language taught in Indonesian institution¹. It means that English is viewed as the first foreign language that should be taught either at school or university. By learning English, the students are expected to be able to listen, read, write, and speak. All of these aspects should be integrated into the forms of language skills.

Speaking skill is one of the most important means of interpersonal communication and arguably one of the most complicated motor skills mastered by most humans². Speaking is the most dominance compared to the other three language skills. Then, speaking has many different aspects

¹Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purpose* (Pekanbaru: LBSI, 2007), p. 97

²Shanqing Cai, *Online Control of Articulation Based on Auditory Feedback in Normal Speech and Stuttering: Behavioral and Modeling Studies*, (Beijing: Massachusetts Institute of Technology, 2012), p. 12

including two major categories- accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities.³

Islamic Junior High School Al-Ihsan is one of the educational institutions in Kampar Regency. In this school, English is learned and taught as one of the compulsory subjects. The school pays a good attention to this subject, the students learn how to speak and use English as one of the daily languages in communication.

This school uses School Based Curriculum (KTSP) as a guide of English teaching and learning. English is taught twice a week with duration of 80 minutes (2 x 40) for one meeting. It means that they have time 160 minutes in a week. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students of Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar were still difficult to speak correctly. It can be observed from some facts as follows:

1. Some of the students unable to pronounce English accurately
2. Some of the students are having unwillingness to participate in speaking
3. Some of the students unable to speak fluently
4. Some of the students unable to speak grammatically
5. Some of the students unable to identify text structure in speaking

³Jeremy Harmer, *Developing Speaking Skills*, (Univerzita Pardubice, 2006), p. 12

To know how the speaking ability of second grade students based on the statements above, the writer is interested in conducting a research entitled: **“Speaking Ability of Second Grade Students at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar”**.

B. Definition of the Term

To avoid misunderstanding and misinterpretation of the terms used in this research topic, the researcher needs to explain them as follows:

1. Speaking Ability

Hornby states “Ability is the power of understanding”⁴. Jones states, “Speaking is a form of communication”⁵. According to Sue, ability means different things in different school, depending on their intake because it can never absolutely defined as a stage of development⁶

However, in this research, speaking ability means students’ ability in describing particular thing, person, or other actions especially in descriptive text of the second grade at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar.

⁴ Hornby, A.S. p. 235

⁵ Rhodi Jones, *Speaking and Listening* (London: The Bath Press, 1989), p. 14

⁶ Sue Leach. *How To Be a Successful Secondary Teacher*. (Great Britain: Continuum International. 2006), p. 28

C. Problems

1. Identification of The Problem

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

- a. Why are some of the students unable to pronounce English accurately?
- b. Why are some of the students having unwillingness to participate in speaking?
- c. Why are some of the students unable to speak fluently?
- d. Why are some of the students unable to speak grammatically?
- e. Why are some of the students unable to identify text structure in speaking?
- f. What kinds of gesture are appropriate to use in speaking?
- g. What is the benefit of using gesture while speaking?

2. Limitation of the Problem

In this research, the writer just focused on “Speaking Ability of Second Grade Students at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar”. Writer limited on the students’ speaking ability of descriptive text. The text hopefully provides opportunity for students to describe, comprehend and respond to show their understanding

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the writer formulated the problems as follows:

- a. How is the students' speaking ability of the second grade at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar?

D. Objective and Significance of the Research

1. The Objective of the Research

Based on formulation of the problem previously, there are some objectives of the research as follows:

- a. To identify the students' speaking ability of the second grade at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. The research findings are to give valuable input to the teachers of English at Islamic Junior High School Al-Ihsan Siak Hulu Regency of Kampar particularly and all of English teachers generally, as attempt to improve students' speaking ability
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as a foreign language, especially for those who have great concerns in teaching speaking.
- c. To attract students' participation that studying English is enjoyable.