

Chapter 1

Introduction

Basic Consideration

Talking about evaluation, there are some cases should be considered; such as the aims and expectation of carrying out the evaluation. Moreover, it will be useless if the aims of evaluation do not explain clearly; including to state the expectation of taking the evaluation. As matter of fact, English as foreign language has been wide range to be studied. In this context, it has been elaborated the primary goals based on the learners' need. Mastering English as comprehensively, it is meant to master the language. Those are mastering reading, listening, writing, and speaking skill.

As what has been stated above, speaking competence is one of indicators to master a language. That is why speaking ability is one of the primary goals in learning English as foreign language. However, being successful in speaking skill, the speakers have to concern all the components of speaking skill. The components of speaking namely accent, grammar, vocabulary, fluency, and comprehension (Lubis, 1987). A good speaker can be recognized from the ability to express and to understand the idea from the communication interaction. Thus, this case can be interpreted that having mastery speaking components which strengthening the speakers' performance in speaking English. That is quite interested in being researched or being evaluated in order to know, how is the students' ability in speaking English.

Therefore, many people agree that to reach a high competence of speaking, some of learners

face some problems in speaking. From this point of view, one of the problems that the students face during learning speaking; they are unable to express their idea spontaneously in the conversation. Most of them understand the utterances when someone speaks, however they cannot respond immediately as soon as they want because of some factors such as lack of vocabularies mastery or have low self confidence. Even though, they have been learning English for long time, the learning still face some problems.

Based on the problems above, the researcher would like to focus her research on speaking competence of students, in order to identify some factors which might become handicaps or problems in building up their speaking competence. Concerning to this case, the researcher conducts speaking test and identify what instrument test which being suitable to measure the students' speaking competence. Actually, talking language test, there are several measurements that have been established to measure the English language level mastery of the speakers. Those are *Cambridge English: proficiency speaking*, *Schulz communicative competence scale*, *Alberta K-12 ESL proficiency Benchmarks*, *Brown; oral proficiency category* and etc. Each of the measurement has some strengths and weaknesses in measuring speaking skill.

Furthermore, in this study the researcher will use the Schulz communicative competence scale to determine speaking competence of the students which relating with Hughes (2002) accent, grammar, vocabulary, fluency and comprehension. However, accent aspect is not including on the whole term of Schulz's theory because based on the researcher's point of view, this research only focused in measuring speaking competence to students who learn English as foreigners. Most of aspects are considered have the similar perspective with

Schulz indicator in mastering speaking competence. Then, this measurement will cover all aspects of speaking competence that have been mentioned above. Furthermore, the reason of using this measurement is this scale appropriate with the aims of this research; namely, this scale is measure all aspects that the speaker should has to get in speaking competence. Those aspects consist of fluency, comprehensibility, amount of communication and quality of communication.

Therefore, the benefit of this measurement is to make the examiner easier to determine the student's level of speaking competence. So, this measurement will help the researcher to analyze the corpus data of this research. Obtaining speaking competence data, it is use the SPEAK test as a kind of test type on evaluating speaking competence. SPEAK is the abbreviation from '**The Speaking Proficiency English Assessment Kit**'. The purpose of this test is to decide the English speaking skill for the non native speaker of English. According to Sadtono (1987), this test is divided into seven parts in one session. Each part is asked different direction to the test takers, and then the test taker will take the time to answer the question as soon as possible. However, there is the limitation time on each part of the test. Before the test begin, the test takers have to understand well about all directions that considering with the test.

On the first part of the test, the test takers are asked to answer some question that relating with their personal life. This test is like conversation process between the speaker and the listener or the interviewer and the interviewee. The sample of the test is asking about personality, like "what is your name", "what is your unforgettable moment" and etc. the second part, the test takers are asked to read a paragraph aloud. The third part is the test

takers are asked to fill the blank space in the sentences with correct grammatical. On the fourth part, the test takers are asked to tell a story based on the pictures. In this part, they have a minute to tell the story as much as possible. On the fifth part, the test takers are asked to answer some question that relating with that pictures. The next part is sixth, the test takers are asked to give some opinions about international topics and they are asked to draw some specific objects. The last part, the test takers are asked to give some detail based on the specific schedule that has been seeing before.

Moreover, in this research, the researcher used only one part of the SPEAK test to assess the respondents' speaking competence. The respondents of this research are required having enough experience and competence of speaking. It means they are able to speak in English, minimally in intermediate level. So the test will run fluently to collect their speaking competence. In addition, the experience in speaking means the students that have taken or passed several courses that related with speaking skill; speaking 1, structure, and speaking 2 in English department, state University of Gorontalo. Then, the respondents are choosing randomly from the population with total samples are 35 respondents.

The respondents are chosen based on the requirements above because they can be predicted to deliver some speeches in some styles of discourse. Furthermore, the representative data for speaking competence of students can be explored accurately. Hence, for the purposes above, the researcher wants to evaluate how the speakers' performance and the competence of speaking. That is why the title of this research can be formulated as *“Evaluation of the Students' Speaking Competence by Using the Schulz Communicative Competence.”*

Research Questions

In this study, the research questions are:

1. How is the students' speaking competence level in grade IV students of English Department in State University of Gorontalo?
2. What are the factors that support the students' speaking competence?

Objective of Research

Based on the research question above, the goals of this study are divided into two. First, to determine students' speaking competence through communicative competence measurement. Second, to identify students' strengthening factors of speaking competence.

The Scope of the Research

This research focused on evaluating the English speaking competence by using Schulz communicative competence scale based on the speakers' performance. Furthermore, this study is going to identify some factors of students that strengthening their speaking competence.

Significance of the Research

There are two significances of this research. Theoretically, the result of this research was to analyze the brief information how to measure the speaking competence by using Schulz communicative competence scale and to give some information related to the factors that

strengthening speaking competence. Practically, the result of this study can be use as a reflection of students' ability in speaking competence on forth semester in English department. Then, the lecturers can improve the strategy of teaching speaking course by adjusting the students' competence. Also, this research represented the contribution to English department as a feedback for reflecting lesson plan in teaching speaking in the further. As can be seen, evaluation can cover all the speaking test and speaking assessment in speaking course, and then it showed as the information of students' progress at that time.