

CHAPTER I

INTRODUCTION

Basic Consideration

The skill of speaking English is a very important skill that needs to be mastered. Students who are able to speak English can be easily interact and communicate with others in foreign countries. Moreover, Brown (2004: 142) states that “speaking is a productive skill that can be directly and empirically observed.” Hence, by mastering the ability of speaking English, students can speak well; they can share their ideas and talk with others as well.

Speaking can be learnt anytime and anywhere because students always speak in their daily activities. Moreover, English has been studied since students were in elementary school as their foreign language. However, it is still difficult for them to practice their speaking ability because many students are not interest with it. Based on the preliminary observation that has been conducted at one of school in Gorontalo, I found that the students had several problems in speaking English. Most of them were not interest with it because the lesson was not interesting and it did not stimulate the students to dig their ability in speaking.

Further, the major concern of this research is going to find out students’ speaking ability in oral presentation. In elaborating the research through speaking ability, this research was conducted in SMAN 1 Tibawa as the selected site. Thus, some results of preliminary observation become main considerations to conduct this research. Those considerations are first, the school already applied curriculum of 2013. Second, the lesson of tenth grade will discuss about historical places that obliged the students to speak in front of the class.

Furthermore, through this research, I understood their speaking ability and found out how they described historical places that they are familiar with. Meanwhile, Otanaha castle and Quba mosque as their option topics to be presented. However, in the syllabus, the main topic is only about historical places, no specific

place that has explained. Nevertheless, the teacher chose both of the historical places above as the students' topic of presentation, in order to limit their topic of presentation. Meanwhile, it can add their knowledge about their own historical places.

Previously, I found mistake when I observed their speaking ability in the school. In fact, speaking is difficult to learn for students, whereas speaking is one of productive skills of English based on the expert's explanation in previous explanation. However, it was different. Speaking is productive skill according to expert but the fact speaking was still difficult for students. Moreover, English teacher in the school also said that most of students are difficult to speak English because they ignore it. However, it was the problem in this research.

Furthermore, I analyzed this research from the students' presentation, the procedure of this presentation is the teacher divided them topic of presentation, some of them described Otanaha castle and the rest of them Quba mosque. When they presented their own topic, I analyzed how their speaking ability in the process of presentation. In analyzing the speaking ability, I used five components to determine their score or to decide their quality in speaking. Here are the five ways or components that have to pay attention. They are fluency, pronunciation, grammar, vocabulary, and comprehension.

Moreover, several students had a good ability in the five components, but they still had problems in presentation. It was believed that, presentation was not a simple way to be finished by students, many students who made a presentation found some problems such as nervous, afraid or many else. It made them forget the content of their article. According to Siahaan (2008: 95) cited in Samiardjo (2010) "speaking is a mental proses". It means that a psychological process in every students mostly determined by students themselves. It is not easy for students to control themselves in the presentation. Students who have a good ability in English could speak well in telling their subject. Therefore, a good ability in speaking skill was not enough if they

did not have a good self-confidence. Hence, if the students have both of that, they can pass the presentation well. It can be concluded that, students' psychology also determine their speaking ability when they speak.

Therefore, based on all explanations above about students' problem in speaking English and all the facts that I found in the school, hence I formulated my tittle of this research as **“A Descriptive Study on Students' Speaking Ability in Describing Historical Places”**

Problem Statement

Based on the explanation above, I formulate the problem of research, as **“How are the students' speaking ability in describing Historical Places”**

Aim of Research

The purpose of this research is to find out students' speaking ability in describing historical places.

Scope of Research

I focus on the students' speaking ability, which considered the components of speaking. They are fluency, pronunciation, grammar, vocabulary, and comprehension. In this research, the students would present historical places. Quba mosque and Otanaha castle.

Significant of Research

The significances of this research as followed:

1. As the references of teachers at SMAN 1 Tibawa who want to teach or know students' speaking ability.
2. As students' reference to know and to learn how to make a good presentation, such as how to open the presentation, how to deliver the content of presentation and how to close the presentation and also the manner in delivering a good presentation that has been explained in this research.

