

## **Chapter I**

### **Introduction**

This chapter introduces several headings that will be discussed in this research namely: basic consideration, research question, objective of research, significance of study, also the scope of study. These points will be discussed as the major standing point for the research to be conducted further.

#### **Basic Consideration**

Communication is necessary to develop relationship in human life. Modern technology, such as facebook, email, twitter and others, make communication easier. In addition, there is also communication type known as face to face interaction, such as communication between teachers and students. Students as communicators must have a clear message that will be conveyed. This is to keep the emotions, thought and feeling between the others so the communication will run well.

There are two kinds of communications in human life. They are verbal and non verbal communication. Verbal communication is divided into oral and written communication (Manohar, 2008, cited in Utami, 2010, p.4). Manohar (2008, cited in Utami, 2010, p.4) stated that oral communication is defined as communication through air, such as communication by phone, while written is defined as word communication. Furthermore, non verbal communication is the process of communication through sending and receiving wordless message, non verbal communication also define as the communication through gestures or touch.

Tarigan (1981,p.4) states that speaking is conversation between two or more people directly in face to face communication. Moreover, in relation to communication, speaking is one of the communication types in interaction. Tarigan (1981,p.21) explain that speaking is one of the four major skills of English that are considered to be the first priority. It is important for communication between individual in the spoken form. Communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue and other forms of verbal exchange. This case is explained in competence based curriculum that speaking is one of base competence of four skills of English that should become in the main priority in learning as at school. It is because speaking has major role in making communication to be communicative.

Moreover, speaking is the important skill for students to master. It is supported by Richards (1990, cited in Musa, 2011, p. 1) that the mastery of speaking skill in English is a priority for many second or foreign language learners. In addition, Harmer (2001, cited in Musa, 2011, p.1) states that the activities of speaking in classroom help students improving their behavior and understanding English.

Furthermore, Harmer (2009) mentions three main reasons to make learners speak in the classroom. Firstly, the use of speaking activities gives learners the chance to practice real life oral production in the classroom. Second, the practice of the oral skill in the classroom through speaking activities provides feedback on the use of the language for learners and teachers. Finally, with the practice of oral interaction in the

classroom, students have the opportunity to use the language they have learnt becoming more repeated, usual and automatic.

Harmer (2001, cited in Marwiyah, 2015) adds that speaking happens when two people are engaged and talk to each other and they are sure that they are doing it for a good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store. Liao (2009) supported the prior statement that says speaking is important because the impression that people see is how a students' ability to speak. Hence, a teacher's job is to facilitate students to speak in various condition and situation.

Basically, to speak English fluently is not easy for many students because they must have lots of skill including master the vocabulary and be able to pronounce words in English correctly. This is the obstacle of students to speak in English. Spolsky (1995, cited in Koosha, 2011) states that only 5% of nonnative English learners can speak perfectly almost similar to native speaker. This method is difficult because spoken language requires a solid concept to speak well.

Based on the experience of the researcher in teaching practice at SMK Negeri 1 Limboto, the students' ability in spoken English is still low. To find out more, the researcher has observed the learning activities of students in class X where the teachers just gave material and tasks only without previously give test to students. Then the researcher taught students for teaching practices. At the time, students were asked to speak in front of class. The fact shown that students are not

able to pronounce words in English correctly. This will affect their ability to speak English which embodies the correctness of pronunciation and intonation and directly affects the appropriate communication in conversation. This creates a problem for students in speaking English. Although this concerns students the most, teachers have an important role to solve this problem.

Meanwhile, after conducting a research in SMP Negeri 7 Gorontalo, students were basically have a problem in speaking English especially in describing people. Not all students were active to speak in English. Some are reluctant to speak English in front of the class. They were not confident to speak English. Moreover, they feel ashamed to make a mistake because of lack of vocabulary. If they are asked to describe someone with familiar topics and they need time to prepare it.

This is supported by Harmer (2007) who claims that lack of vocabularies becomes the common problem. This obstructs students in expressing what they want to say. Frequently students have a lot of ideas in their mind but they are not able to express those ideas clearly because of vocabulary lacking. In addition to insufficient vocabulary, students also lack of motivation and self confidence which can be the obstacles for the students to develop speaking skill. Students are getting anxious when they are asked to speak in front of the class.

Students will be active in speaking English if they have an innovative learning and practice. This is because they find it difficult in describing people orally (Muslichatun, 2013). In addition, students' time in practice speaking is minimal. This

leads to the lack of students' ability in speaking. Therefore, a solution to overcoming this problem is needed (Thornburry, 2005, p. 28, cited in Muslichatun, 2013).

Hetrakul (1995) explained several issues in speaking in foreign language learner.

Firstly the environment does not support. Basically, environment also to influence in pronunciation. While, the students in the class are limited. They also hesitate to practice their English outside of the classroom because do not understand the English and also cannot communicate that language. The second is problem with grammar. English has some grammatical difference with Indonesian. Thus, many students confused with English grammar. Hence, if the students could not master the grammar, of course they could not produce the correct sentence.

In overcoming the problem, Hetrakul (1995) mentions two ways to overcome difficulty in speaking English. Firstly, students cannot use their native language during the class, they must speak full English. It does not matter if there are some grammatical error, they just need to say what they want to say. They must ensure themselves that they are able to speak English properly. This will make students more confident when they are going to speak English. Secondly, students can form a community to conduct a conversation in English with their classmates. They can share and talk about anything in English during the meeting. In this club they can learn together and share with each other without having to feel ashamed. With such a routine activities they will be able to speak English well.

Moreover, speaking or called spoken language or commonly known as the oral language is based on oral test. They states something different with the idea in their mind, or for example, in saying about their reason, or respond about something. They can not express their opinion through speaking to other person. Furthermore, there is doubt for them to say something in English.

Based on previous explanation, it is difficult for students to convey their idea in English. It is because as some factors, they are less vocabulary, pronunciations, fluency problem and difficulties of using grammar. Furthermore this problem is faced by students who practice speaking activity.

My reason also supported with the other previous research in speaking field. Firstly, Yunus (2008, p.10) He states that to express students feeling and ideas they should be chased the appropriate pattern and diction (vocabulary) and should be pronounced correctly. Consequently, the most common problem are vocabulary, how to express feeling or idea, and word's structure. Secondly, Halid (2008, p. 1) implied that, mostly, students have problem in speaking ability such as, to get ideas and to express something in mind are difficult for the students, such as, expressing feeling to others by systematic and logic. The students are bored and not interested to the material, and also the students did not have self confidence when practice their speaking in class. Based on the explanation above the researcher would like to formulate the title " A Study On Students' Ability in Describing Person Orally".

### **Research Question**

Based on the background above, this research intends to answer this question, “How are the students’ ability in describing person orally”?

### **The Aim of Research**

This research will be conducted to find out students’ ability in describing person orally.

### **The Significances of Research**

The research is expected to have beneficial as following:

#### **For the teacher**

This research can be used as a reference for teacher, to give more idea in teaching process in the class. Additionally, the current study will provide a solution for teachers on how to handle the students who have difficult in describing person orally.

#### **For the students**

The students can test their skills so they can find out how to overcome their difficult in describing person orally.

#### **For the Readers**

To find out about oral English especially describing person, as well as find out how strategies in oral English so they can apply them in everyday life.

### **Scope of Study**

This study is limited to observe students’ ability in describing person orally. The qualitative method is applied in the current research. The sample is Junior high school students especially the grade VIII students. This study focused on the extent to which

students are able to describing person orally and find out what their speaking ability in describing person orally.