

CHAPTER I

INTRODUCTION

A. Background of the Problem

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from Junior High School up to the University Level, especially in West Sumatera. In learning English as a foreign language, there are four skills that have to be mastered, namely; listening and reading as receptive skill, speaking and writing as productive skill. These four skills are interrelated; they cannot be separated since they give contributions one to another in teaching English.

As a productive skill, speaking is a crucial part in a language learning process. First, it is proved that someone who speaks well in English means that he or she is able to communicate with others in English. Basically, Speaking is important for the students to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the student's motivation and interest are very needed to make the process of their understanding more easily.

Because of the material of English subject is very variety, so the teachers are obligated to choose the suitable approach, strategy, technique and method in order to achieve the teaching purposes easily. The teacher can use some methods or technique in teaching learning process to help the students' understanding about the material that is explained.

Commonly, by applying the technique, the teachers have to prepare many things such as: teaching material, classroom management, and many other aspects because using this technique can make the students get easy to understand the teacher's explanation and it means that the teacher may be corrected in teaching them. Consequently, in teaching speaking

ability, the teacher should not only give the students' practice in doing repetition but also give them meaningful experience which they can use or apply.

In addition, according to Indonesian National Education System UU.No. 20/2003 Part III Chapter 4 point 3,

“Students’ self-potential that needs to be developed through school experience is not limited to the academic competence, but, more importantly, it extends to character building, the aspects that in fact will later play more dominant roles in driving a success in the student’s real professional career. Students’ intelligence, academic competence, as well as positive supporting characters need development not only during the process of schooling, but should sustain throughout the students’ life time, long after the formal schooling process is over. Indonesian Education System, therefore aims at empowering the students’ potential and civilizing them in sustainable growth such that civilized nation could be built”.

According to English lesson syllabus for Senior High School in Curriculum 2013 (K-13), one of the materials has social functions to introduce, identify, and promote about something, people or place. The students also expected to do monolog performance. From that reason, the researcher assumed that public speaking ability should be introduced to the students to reach the social function.

That explanation above in harmony with the statement of ALLAH in Holy Quran Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْتُمْ إِذَا انْتَبَهْتُمْ إِلَىٰ اللَّهِ فَإِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning: *O mankind! We created you from a single (pair) of a male and female, and made you into nations and tribes, that you may know each other (not that you may despise each other)... Verily the most honored of you in the sight of God is (he who is) the*

most righteous of you. And God has full knowledge and is well – acquainted (with all things).

In the verse above, God created and made human beings into nations and tribes and that they know each other. Those things can be realized if people can communicate with others. Good communication derives from the ability to speak and understand each other.

In reality, In Indonesia English is a first foreign language that taught in secondary school. English must be studied by the students at Junior High School, Senior High School until University. As a foreign language, English not only for students' academic aspect to get good mark but also for communication tool in work world after school.

Nowadays, many teachers agree that students should learn to speak English by interacting to others. For this case, students should master several speaking components, such as: Comprehension, Pronunciation, Grammar, Vocabulary, and Fluency. Thus, English teachers could be creative in developing their teaching learning process to create good atmosphere, to improve the students' speaking ability, to give attention to the speaking components, and to make English instruction or English lesson to be more exiting.

The researcher collected the students' English score in Mid Test of Class X in first semester on academic year 2017/2018.

Table 1.1

Students English Score of Mid Test of Academic 2017/2018

No	Class	Total Students	Mean Score
1	X AK 1	33	60.22
2	X AK 2	33	51.50
3	X AK 3	32	57.98
4	X AP 1	32	58.04

Source : From English Teacher's book mark at State of Vocational High School 1 Solok

The table above shows that students' score at class X of State of Vocational High School (SMK) 1 Solok was low. These facts happened because of some factors such as, lack of vocabulary, grammar, pronunciation, fluency and comprehension.

Based on the primarily observation at State of Vocational High School (SMK) 1 Solok, I found that the students have some problem in speaking. Generally, the students did not understand how to speak well, how to send the idea and how to spell word well. Because of that, their speaking ability was still below the standard. Actually, there are many strategies to help student. Especially to help them how to express their idea, and emphasize speaking is one skill of English, not the result of process English learning. Speakers is demanded able to communicate, share their ideas, opinion, and feeling.

Moreover, by applying Oral Presentation, it was except that students' ability in speaking could get improved. The crucial function was the gaps or problem in teaching and learning process of speaking can be overcome. Therefore, the researcher was interested in conducting this research **“The Effect of Oral Presentation Technique to Improve Students' Speaking Ability in Descriptive Text at State of Vocational High School (SMK) 1 Solok”**.

B. Identification of the Problem

Based on the background above can be identified the problem as follow :

First, students lack of in grammar. So, it makes them less confidence to speak up.

Second, most of the students were lack of vocabulary. Vocabulary is most important thing in speaking. When the students have limited vocabulary in speaking they could not speak well. It means that the students are unable to communicate.

Third, the student was less fluent. Fluency is a part of speaking components. When the student tried to speak they feel shy cause they have not good fluent to communicate.

Fourth, the students were inappropriate pronunciation. Pronunciation is also part to speak up. When the student has not good pronunciation, it will be misunderstanding. The people do not understand what they mean.

By these problems, this study focused to help the students in constructing students self confidence by active learning and create the comfortable class in study by giving students more time to practice in speaking to engage all students to be active as participant. In solving these problems, there was one of the technique can be used to improve students' ability in speaking which is called Oral Presentation technique. This technique was useful for the students in order to improve their ability in speaking.

C. Limitation of the Problem

Based on the identification above, the researcher needed a strategy to help student in learning English especially in speaking subject. The researcher focused to the application of Oral Presentation technique towards students' speaking ability in descriptive text.

D. Formulation of the Problem

The problem of the research can be formulated as follows: "Does Oral Presentation Technique improve students' speaking ability in descriptive text at Class X State of Vocational High School 1 Solok?"

E. Purpose of the Problem

The purpose of this research was to find out whether or not Oral Presentation technique improves students' speaking ability in descriptive text.

F. Significance of the Problem

The result of this research was determined the improvement of speaking instruction in helping students to develop their speaking ability. These research findings were hopefully expected to give the valuable contribution to the Students at class XAK 1 State of Vocational High School 1 Solok.

The teacher was in this school, it was hoped that the teacher used interactive strategy in teaching speaking because Oral Presentation technique can be used to determine the students' progress in learning process. Moreover, for the researcher herself, expects this technique use in teaching when she will be a teacher and apply it in classroom. Then, this research was expected to be useful for other researcher as the information in doing in future research.

G. Definition of Key Terms

In this research, the researcher used several terms. To avoid misunderstanding of the terms use this research, the researcher defined them as follows:

1. Speaking is skill the speech sound of the word, and the ability to express.
2. Students speaking ability is the mental or physical capacity, power or skill required to do something that should have by the students. The extent to which the learner or speakers achieve instructional speaking objective or a set of intended speaking outcomes obtained by conducting a speaking test.
3. Effect is a change that something causes in something else; a result (Oxford:2000)
4. Oral presentation is a short talk by one person to a group of people introducing and describing a particular subject (for example: a new product, company figures, or a proposed advertising campaign) (Essberger : 1998)
5. Descriptive speaking appeals to the senses, so it tells how something looks, feel, smells, tastes, and/or sounds (Oshima and Hogue : 50)



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