

CHAPTER I

INTRODUCTION

This chapter presents about research background, research problem, research objective, research significance, and definition of key term.

A. **Research Background**

Language is means of communication among people around the world. By using language, we can express our idea, feeling, thought and interact with others in forms of written and spoken. Without the presence of language, it is hard to imagine how people can cooperate and get along with other. Hence, the presence of language has overcome people's problems to express and share their feeling, idea and knowledge to others.

English as a global language certainly has significant roles in every part of life, such as communication, education, technology, politics, economics, etc. Furthermore, English becomes one of the global languages that is used by people in all over the world. Most of them use English as the standard language in the country where they live. In a short, English language is very important and has a wide influence in the world.

In Indonesia, English is a foreign language which is taught in every educational level, from Elementary School up to university. Teaching of English subject in Indonesia is aimed to measure the students' ability in discourse; that is the ability to comprehend and to produce spoken or written texts which are implemented in four skills of language, that are listening, speaking, reading and writing. Therefore, in Senior High School or *Sekolah*

Menengah Atas (SMA) and Vocational High School or *Sekolah Menengah Kejuruan (SMK)*, English is a compulsory subject which is taught and learnt in a formal education. It means that a student, at least, has six years opportunity to learn English and hopefully master it. It is caused by English is used as a tool of communication to express ideas, information, etc., as stated in Standard of Competence and Basic Competence (SK – KD in bahasa) in School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* of SMK in year 2006.

“English is a tool for communication both orally and in writing. Communication is understanding and expressing information, thoughts, and developing science, technology and culture. The ability to communicate in the full sense is the ability to discourse, is the ability to understand and / or produce oral and / or written text that is realized in four language skills, namely listening, speaking, reading and writing. Language skills include listening, speaking, reading and writing that can be used to respond or create discourse in social life”.¹

In the term of Vocational High School in Indonesia, English subjects are adaptive subjects, aimed at equipping learners with the ability to communicate in English in the context of communication materials necessary for their program of expertise, both written and oral. In addition, English subjects equip learners on the ability to communicate in everyday life in accordance with global demands, and equip learners to develop communication to a higher level.

Based on the statement above, English for Vocational High School is meant as a tool of communication (spoken or written) that is used not only to

¹ Harsono, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, (Jakarta: Badan Standar Nasional Pendidikan, Kementrian Pendidikan Nasional, 2006), p.111.

express information, thoughts or ideas, but also to develop sciences, technologies, and cultures. The teaching of English subject is aimed to mastering the basic knowledge and skills of English to support the achievement of the competency of the skills program itself.

English which is taught at Vocational High School involves four skills; listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. Among those skills, speaking is emphasized at Vocational High Schools in Indonesia. A good oral skill (Speaking) is needed by students of vocational to communicate with people in the school, working areas, and when meeting the foreigner. These reason caused by vocational high school students are prepared to enter the working world after they graduated, that's why they should have some special abilities, like speaking.

According to Nunan, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out the conversation in the language.² Thornbury states speaking is so much a part of daily life that we take it for granted.³ Fulcher states that speaking is the verbal use of language to communicate with other.⁴ So from the explanation above speaking is very

²David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (New York: Phoenix Ltd, 1995), p.39.

³Scott Thornbury, *How to Teach Speaking*, (England: Pearson Educational Limited, 2005), p.16.

⁴Glenn Fulcher, *Testing Second Language Speaking*, (New York: Pearson, 2003), p.23.

important in language learning because speaking can help us to communicate with other persons.

In speaking, students should master the element of speaking, such as vocabulary, pronunciation, grammar, and fluency. But the reality many students master the theory better than practice. For example, the students know how to speak English but hard to practiced. They are afraid to make mistake, shy when talking, unmotivated, and they lack self-confidence. Speaking is very important for students Senior high school because when they pass the school they expected they can speak English, Grauberg states “For many pupils the prime goal of leaning a foreign language is to be able to speak”.⁵

SMK Plus Melati Samarinda is superior in the province of East Kalimantan, which is a boarding school (boarding school) supported by a complete range of facilities and professional staff. The school is designed as a school that is able to produce students who are reliable, sound science and technology, intellectual intelligent, emotionally intelligent, spiritually intelligent to have discipline and self and love of the homeland. The school has two major programs are ICT Program and Program Catering (Food and Beverage). The located is in HM. Rifadin street No. 52 Samarinda Seberang, East Kalimantan.

⁵ Walter Grauberg, *The Elements of Foreign Language Teaching* (Clevedon: Multilingual Matters, 1997), p.201.

SMK Plus Melati Samarinda with Boarding School has a relative learning time more than regular schools is certainly very supportive of the school in scoring purposes graduates become reliable workers. The curriculum structure in SMK Plus Melati provide a portion more for practice than theory which is 70% practical and 30% theory, this is because SMK Plus Melati Samarinda has the facilities and infrastructure as well as tools and materials were perfectly adequate practice.

As Vocational High School in East Kalimantan, SMK Plus Melati Samarinda use Unit Level Curriculum (KSTP) since 2013 was designed Semi SKS (Semester Credit System). The curriculum is designed according to the needs of different schools with the curriculum other schools, because learning hours for vocational and English is getting more servings than other lessons. Furthermore, as a vocational high school graduates aiming print into a reliable force in their respective fields, the structure of the curriculum should be adjusted in order to achieve these objectives without ignoring Content Standards and Graduate Competency Standards established by the National Education Standards.

According to explanation of SMK Plus Melati above, in this school, learning hours for English and vocational is getting more servings than other lessons. In SMK Plus Melati Samarinda the standard score or criteria for minimum completion (KKM) for English subject is 80 (eighty). In English lesson, especially in speaking, the teacher give many kinds of classroom performance to the students that can be interest to improve their speaking

skill because the target in this school is the students can be more active to speak English in everywhere, especially to support the achievement of the competency of the skills program itself.

The kind of speaking classroom performance is telling procedural (spoken procedure text) at the 3rd grade of SMK Plus Melati Samarinda. Spoken procedure text is related to manual instruction (procedure text). Procedure text is an establish or official/proper way of doing something.⁶ One of the example of procedure is how to operate computer properly. Manual instruction that contains procedure text is one of the some content on basic competence that taught by the teacher at the third grade in that school. We know that students at the third grade is the final grade of the academic process in vocational high school and they should to have some skill like speaking to enter the working world after they graduated. By understanding manual instruction, students are expected to have ability in telling procedural.

From the description above, the writer is interested and want to know about the students' speaking achievement, especially telling procedure at the third year students of SMK Plus Melati Samarinda. So, the writer take a research under the title **“The Students’ Speaking Achievement at the Third Grade of SMK Plus Melati Samarinda in Academic Year 2017-2018”**.

⁶ A. S Hornby, *Advance Learner's Dictionary*, (Oxford: Oxford University Press, 1995), p.189.

B. Research Problem

Concerning with the research background above, the research problem would be “How is the students’ speaking achievement at the third grade of SMK Plus Melati Samarinda in academic year 2017-2018?”

C. Research Objective

According to the problem formulation above, the object of this research is to know the Students’ speaking achievement at the third grade of SMK Plus Melati Samarinda in academic year 2017-2018.

D. Research Significances

The result of this research theoretically and practically is expected give some contributions, as follows:

1. Theoretical

In theoretical aspect, this research is expected to be useful as the literature or reference. For teacher, this research is able to give some descriptions of speaking achievement in telling procedural.

2. Practical

In practical aspect, this research is expected to be useful for:

- a. Giving information to the English teacher that the result of students’ speaking achievement whether good or bad is feedback for him to develop his/her way of teaching English especially in speaking.
- b. Giving motivation to the students to improve students speaking skill, especially in telling procedure.

- c. Giving contribution for the another researcher that interested in doing the similar research. Thus, it can be a reference for other research studies or conducting a further research.

E. Research Scope and Limitation

As any other qualitative research, relevant to the problems have been formulated above, this paper has some limitations and cannot be generalized into other situations. This researcher only emphasized to investigate the students' speaking achievement, especially in telling procedure at the third grade of SMK Plus Melati Samarinda. This research intends to measure how is the students' speaking achievement at the third grade of SMK Plus Melati Samarinda in academic year 2017-2018.

F. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this research, the researcher define and outline of the word contained in title as follow:

1. Speaking

Oxford Advance learner's Dictionary, state that "Speaking is to make use of language in an ordinary, not singing, to state view, wishes etc or an act of spokesman.⁷ Speaking is the process of communicating with verbal language based grammar, vocabulary, fluency, pronunciation, and comprehension.

⁷ A. S Hornby, *Advance Learner's Dictionary*, (Oxford: Oxford University Press, 1995), p.189.

2. Achievement

According to Travers, achievement is the result of what an individual has learned from some educational experiences⁸.

3. Speaking Achievement

Speaking achievement is the result, successfulness, the extent or ability, and the progress in learning educational indicate in relation with his/her educational learning of the speaking study during the semester.

4. Students' Speaking Achievement

In this research, students' speaking achievement is the students' speaking score which collected from students' speaking test by the two raters.

⁸ Jhon P. Travers, *Fundamental of Educational Psychology*, (Scrantom Pennsylvania: International textbook Company, 1970), p.21.