

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals the background of the research which tells about speaking and introduction to others. Setting of the research contains about the main problems which have previously the researcher formulated in background of the research. Limitation of the research is the focus of the researcher in this research. Formulation of the research contains a research question will be answered by researcher in this research. Purpose of the research describe about purpose which will be gained through the research's process. Significance of the research describe about contributions related to the research result. This chapter end with definition of the key terms.

### **1.1 Background of the Research**

One of the basic language skills is speaking. Speaking is one of language skills that should be mastered by every student to be competent in communication. Speaking is the most important aspects of learning foreign language especially for students. Speaking involves interaction with one or more participants (Harmer, 2001:271). It means that, speaking must have interaction among other peoples for good communication.

Furthermore, Mc Donough and Shaw (2003) also state that speaking is an interactive communication process that involves speakers and listeners. It means that, speaking is a process interact communication to other, in process

communication that involves speakers and listeners. To be a good speakers and listeners must building cooperation because speakers must learn to adapt to talk to listeners.

According to operational curriculum which is compound implementation of school curriculum 2013 the basic competence junior high school at seventh class to identify social function, structure text, linguistic element from transactional interaction oral and written involving giving and soliciting information related to identity short and simple in daily context.

Based on curriculum 2013, there are three competences that should be mastered by the students as follow: Monologue, Functional text, Interpersonal and transactional. Interpersonal and transactional, interpersonal is a dialogue that you simply because there is somebody around you. And transactional is a dialogue that you need to do if you want to get something done or get information.

There are kinds of interpersonal and transactional: Introduction to others, self introduction, express and response greeting, express and response congratulation, expressing like and dislike, expressing feeling, expressing and responding compliment, say thank you, asking and giving apologize, asking and giving opinion, offering sympathy, accepting and gratitude, etc.

Based on Kementrian Pendidikan dan Kebudayaan in Curriculum (2013:67), introduction to others refer to explain that basic competence, understanding the purpose, structure text, linguistic element from oral text and written to self introduction and introduction to others with short and simple. It means that,

introduction to others is a process among three or many people interaction to introduce someone to others about her/his identity.

Based on the researcher's experience in teaching practice in junior high school 1 Rambah Hilir from 02 October – 30 November, after had consultation with the English teacher. The students were not interested because they thought that speaking was difficult because in speaking has many components that support ones' skill to communicate. Students were also difficult to pronounce vocabulary because the students have mother tongue thick accent. The last, students were lazy to practice speaking English because they were not confidence and feel shy to speak English in the classroom situation.

Based on demanded by curriculum 2013 and KTSP 2006, students should be able to introduction to others and self introduction. So, the researcher interested to do a research which is entitled **“Students' Speaking Skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir”**.

## **1.2 Setting of the Research**

Based on the background of the research, the researcher found some problems. Firstly, the students were not interesting because they thought that speaking was difficult. The students difficult pronounce vocabulary. The last students lazy to practice speaking English because they were not confidence and feel shy to speak English in front of the class.

Based on explanation above, the researcher concluded this research to know about how is the students' speaking skill is in introduction to others at seventh grade of SMP N 1 Rambah Hilir.

### **1.3 Limitation of the Research**

Based on the setting of the research above, the researcher limited the research about analysis students' speaking skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir.

### **1.4 Formulation of the Research**

Based on the limitation of the research above, the researcher formulated of the research on the following question: How is the students' speaking skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir?

### **1.5 Purpose of the Research**

Based on the formulation of the research above, the research aimed: To analyze students' speaking skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir.

### **1.6 Significant of the Research**

The results of this research were expected to provide benefits to various, as follow:

1. The students: this research helped the students, especially students' speaking skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir.
2. For teacher: especially English teacher will get information and benefit to improve students' ability in speaking skill.
3. The Next Researcher: the researcher expected who want to do research about introduction to others in speaking skill can get information in this research.

### **1.7 Definition of the Key Terms**

The definition of the key terms of this research as follow:

#### **1. Speaking**

Brown (2001) argues that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Cameron (2005) state that speaking is used to express meanings so that people other people can make sense of them. It means that, speaking is an interaction or communication process on both side of constructing and expressing meaning to facilitate others receiving and producing and processing information.

#### **2. Introduction to others**

Based on Pusat Kurikulum dan Pembelajaran, Balitbang, Kemendikbud (2006:66) introduction to others defines to (identify social function of oral and written interactions that involve acts of greeting, introduction oneself, introduction

to others, thanking, apologizing, and responding in the context). It means that, introduction to others is a process someone interaction with others, introduce someone to others and explain her/his name and identity.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This is chapter discusses about the review of related literature of the research. The review of related literature is very important to discuss, because the researcher interested in explaining in this chapter more to make clear students speaking skill in introduction to others at seventh grade. This contains about review of related theories about nature of speaking, component of speaking, type of speaking, elements of speaking, teaching speaking. This chapter also discusses about review about review of related finding and conceptual framework.

#### **2.1 Review of Related Theories**

##### **2.1.1. The Nature of Speaking**

###### **a. Definition of speaking**

Speaking is one of language skill which is very important to be mastered by students in order to be good communication. According to Brown (2015) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a process interaction on both sides to give and receive information.

Ur (1996) says that speaking is one of the most important skills of all the four language skills because individuals who learn are referred to as the speakers of that language. It means that, speaking is the most important for our life, among

the four language skills (listening, reading, writing, and speaking) to as the speakers must know the way to express good interaction with the other people.

In Webster New World Dictionary, Nunan (1995) states that speaking is to say word orally, to communicate as by talking, to make a request, and to make a speech. Furthermore, speaking is a tool to communication, communicate use word orally, communicate as by talking, sharing ideas, make a request and speech.

From definition above, the researcher can conclude speaking is a the most important for human life because speaking can facilitated to convey what the other want explain, share our ideas, information, feeling, give opinion and suggestion, and the purpose that we are able to interact and communication to the others.

### **b. Components of Speaking**

Hughes (2001:131) states that there are five components that must be mastered on speaking skill.

#### 1. Accent

- a. Pronunciation frequently unintelligible
- b. Frequent gross error and a very heavy accent make understanding difficult, require frequent repetition
- c. “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent error in grammar or vocabulary.
- d. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.



- e. No conspicuous mispronunciation, but would not be taken for a native speaker
  - f. Native pronunciation, either no trace of “foreign accent”
2. Grammar
- a. Grammar almost entirely inaccurate except in stock phrases
  - b. Constant errors showing control of very few major patterns and frequently preventing communication
  - c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
  - d. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
  - e. Few errors, with no patterns of failure
  - f. No more than two errors during the interview
3. Vocabulary
- a. Vocabulary inadequate for even the simplest conversation
  - b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
  - c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
  - d. Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circumlocutions.

- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical and varied social situation.

#### 4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentence
- c. Speech is frequently resistant and jerky: sentence may be left uncompleted
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing
- e. Speech is effortless and smooth, but perceptively non-native in speed and evenness
- f. Speech on all professional and general topics as effortless and smooth as a native speakers

#### 5. Comprehension

- a. Understand too little for the simplest types of conversation
- b. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
- c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- d. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

- e. Understand everything in normal educated conversation except for very colloquial or low frequently items, or exceptionally rapid or slurred speech
- f. Understand everything in both formal and colloquial speech to be expected of educated native speakers

Moreover, Adam and Frith (1997:35-8) states that there are five aspects speaking skill they are:

- 1. Accent
- 2. Grammar
- 3. Vocabulary
- 4. Fluency
- 5. Comprehension

Wachidah, et.al (2016:20-21) says that there are four aspects speaking skill they are:

- 1. Pronunciation
  - 5. Almost perfect
  - 4. There are some mistakes but the mistakes do not interfere the meaning
  - 3. There are some mistakes and the mistake interfere the meaning
  - 2. There are many mistakes and they interfere the meaning
  - 1. There are many mistakes and interfere the meaning
- 2. Intonation
  - 5. Almost perfect
  - 4. There are some mistakes but the mistakes do not interfere the meaning

There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007).

1. Imitative

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sounds.

2. Intensive

Many speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or fair work activity (Brown, 2007)

3. Responsive

It refers to short replies to teachers. It can be learners to imitated questions or comments. Students should active in the classroom. They should reply to teachers question and comments. They should participate in the classroom.

4. Transactional

Transactional dialogue is carried out for the purpose of conveying or exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situation. It is very important to make someone understand the meaning of information a conversation.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out for the purpose of maintaining social relationship then for the transmission of facts and information. The kind of interpersonal speaking performance is role play, where the action or process of

talking about something is needed in order to reach a decision or exchange ideas.

#### 6. Extensive (monologue)

Extensive monologue includes oral presentation, speech, and storytelling, when the students have to share the ideas about their knowledge. This monologue can be planned or impromptu.

Based on the explanation above, types of speaking classroom performance explained six types there are Imitative, intensive, responsive, transactional, interpersonal, extensive. In this research the researcher used transactional dialogue.

#### **d. Elements of Speaking**

Harmer (2001: 269-270) explains that speakers have to be competent in the speaking skill, those are: language features in which contains 4 points. They are:

- a. Connected speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision) adding (linking r), or weakening (through contraction and stress pattering).
- b. Expressive devices is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

- c. Grammar and lexis. People live in different ways, places and environments causing different mindset too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when student have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.
- d. Negotiation language. This is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other peoples saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.

Based on the statement above, elements of speaking have four points. From there, the researcher take the conclusion in speaking not only having vocabulary and not only know about grammar, but to be a good speaker students must mastering all of elements of speaking.

#### **e. Teaching Speaking**

Teaching speaking is how to use language communication, and how to the students speak in English as their foreign language, convey ideas, feeling, give opinion and suggestion to others people in any every good situation.

There are many ways of teaching a teacher use in class. According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, the aim teaching speaking is make students success in speak, students

understand with speaking and easy communication to others people. The goal of teaching speaking is to improve student communicative skills. Language learner need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar and vocabulary): it using the right order with the correct pronunciation.
- b. Functions (transaction and interaction): knowing when clarify of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn taking rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Nunan (2003:54-5) argues that there are five principles for teaching speaking: (1) be aware of differences between second language and foreign language in learning context. (2) give the students chance to practice with both fluency and accuracy. (3) Provide opportunities for students to talk by using group work or pair work. (4) Plan speaking task that involve negotiation for meaning. (5) Design classroom activities that involve guidance and practice in both transaction and interaction speaking.

All of the statements above, the goal of teaching speaking is a communicative appropriate. Teaching speaking is a manner of teacher how the students can speak English and students should be able make themselves understand about speaking

skill. Teacher must be able encourage the students are required to always practice and do oral language.

### **2.1.2. The Nature of Introduction to others**

#### **a. Definition of Introduction to others**

Introduction to others refer to (explain that basic competence, understanding the purpose, structure text, linguistic element from oral text and written to self introduction and introduction to others with short and simple. Moreover, arrange oral text and written to express and response self introduction and introduction to others, with short and simple, function purpose, structure text, and linguistic element with right and appropriate context) based on Kementrian Pendidikan dan Kebudayaan in Curriculum (2013:67).

Regarding to introduction to others, it is a transactional text which should be mastered by students of Junior High School. It is based on curriculum 2006 and curriculum 2013. So, introduction to others a process among three or many people introduce someone to others about her/his identity. In other word, introduction to others is someone interaction to others to tell about her/his identity.

#### **b. Component of Introduction to others**

There are some components of introduction to others:

**Table 2.1 Component of Introduction to others**

No	Authors	Components of introduction to others
1.	Mulyono	- Express Greeting



	(2006:2)	<ul style="list-style-type: none"> <li>- Introducing Oneself and Others</li> <li>- Express Parting</li> </ul>
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In addition, Kumalarini, et.al (2008: 5-6), here is an examples of introduction to others, they are:

Tina: Hi, I'm Tina. This is Andy.

Sari: Hi, Tina. Hello, Andy. I'm Sari. Nice to meet you.

Andy: Nice to meet you too, Sari.

Tina: You are new students here, right?

Sari: Yes, I am.

Andy: Welcome to the school.

Sari: Thanks.

Andi: Good morning don. Do you know Priska?

Doni: Good morning too. No, I don't.

Andi: Priska, this is Doni.

Doni: Hello, Priska. Nice to meet you.

Priska: Hi. Nice to meet you too.

Moreover, Mulyono (2006:3), here is an example the dialogue of introduction to others:

Samuel : Hello, Tracy. Long time no see you. How is life?

Tracy : Fine, thanks. And you?

Samuel : Just fine. Thank you. By the way, who is your friend?

Tracy : Well, he is Steven. He is an exchange student from Canada.

Samuel : Hello, Steven. Nice too meet you.

Steven : Nice too meet you too. Okay, I have class now. I will go to class,  
see you.

Brown : see you too.

Robert : How do your Mrs. Martha?

Martha : Yeah, pretty good. By the way, what are you going to buy here?

Robert : I've to buy a few things for dinner tonight. Mrs. Martha! Do you  
know him, don't you?

Martha : No, I've ever meet him

Robert : Well, then. This is Edwin Collin. I'd like you to meet Martha  
Cowell.

Edwin : It is nice to meet you.

Martha : And, I too. Well, I'd better finish my shopping. It is been nice  
talking to you

Robert : I've enjoyed too.

Arnold : I am sorry, Olivia. I want to introduce my friend to you. This is  
Harold.

Olivia : It's okay. Nice to meet you, Harold.

Harold : Nice to meet you too, Olivia. Can you spell my name?

Olivia : I spell H-A-R-O-L-D

Harold : Oh, no. Without A, please. H-A-R-O-L-D. John Harold.

Olivia : I am sorry.

Harold : Never mind.

Olivia : I am Anne Olivia. Do you come from American?

Harold : Yes, I do. Calorado, America.

Olivia : Okay, Sorry. I have to go to the supermarket now.

Harold : Let's go together.

Olivia : Okay, see you tomorrow.

Harold : see you!

Wachidah, et.al (2016:33) explain that, is an example of introduction to others:

Hello, I will introduce my family to all my friends. There are five people in my family: my father or my dad, my mother or my mom, my young sister, my little brother and myself. My father is Mr. Henry. He's a farmer. My mother is Mrs. Yulia. She is a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go kindy get. He's in playgroup.

Hi, I will introduce my family to all my friends. There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little ssister is a Rizkia. She's is still in kindergarten or kindy.

Based on description above, Introduction to others is a process interaction among three or many peoples, introduction someone to others person make others

know his/him identity. In other word, introduction to others is an expression to introduce others people about something.

## **2.2. The Review of Related Findings**

Many researchers have report to expose the identification of students' achievement in learning English to make the teaching and learning process more effective, some of the researchers findings are:

Rivi Antoni, (2014). "Teaching speaking skill through small group discussion technique at the accounting study program". The research is classroom action research. This research took second semester students of Accounting of Pasir Pangaraian. This research was done in two cycles that each cycle consisted of 5 meetings with the test included. In cycle 1, it was found that the students speaking skill got progress in two aspects only such as vocabulary and grammar, while the other aspects were not improved yet. That's why the researcher did the cycle 2 as to improve the three aspects could not get better yet. After doing the second cycle, it was found that the students' pronunciation, fluency and comprehension got progress. It could be concluded that Small group discussion better improved the students' speaking skill at second semester students of Accounting of Pasir Pangaraian University.

Pipit Rahayu, 2015. "An analysis of the third semester students' speaking skill in delivering impromptu speech". The research design is descriptive qualitative. The data were gotten from the students in third semester. She found that the third semester students of English Study Program of University of Pasir Pangaraian had

average level in delivering impromptu speech. 18 students (54.54%) had the average score. 14 students (42.42%) had the fair score, and 1 student had the poor (3.03%). It can be concluded that the students speaking skill in delivering impromptu speech was average.

Siti Afrifa, 2015. "At the study on the Speaking Skill at Second Year Students in Madrasah Aliyah Swasta Kepenuhan in Stating Expression". The research design is descriptive. The total of number population were 42 students which divided into class. She found the average were 41.7. It means that students speaking skill in stating expression was average. From 42 students 25 students (59.52%) got average score and 17 students (40.47) got fair.

Melia, 2011. "An analysis of students speaking performance in class presentation (a study at the third year students of English Department STKIP PGRI West Sumatra in 2011/2012 Academic Year)". She found that all students have lowest level for each speaking criterion, except for fluency criterion. Based on the observation, the students got A1 level, for range, and interaction and coherence criteria. Meanwhile for accurate criterion the students got A2. Then, for the highest criterion was taken place by fluency criterion, that is B1 level.

Adib (2010) conducted a research on speaking Skill entitled Grammatical Error Analysis of Speaking at English Department Students. Based on the research, the students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns. The students also applied rules in forming past time verb to

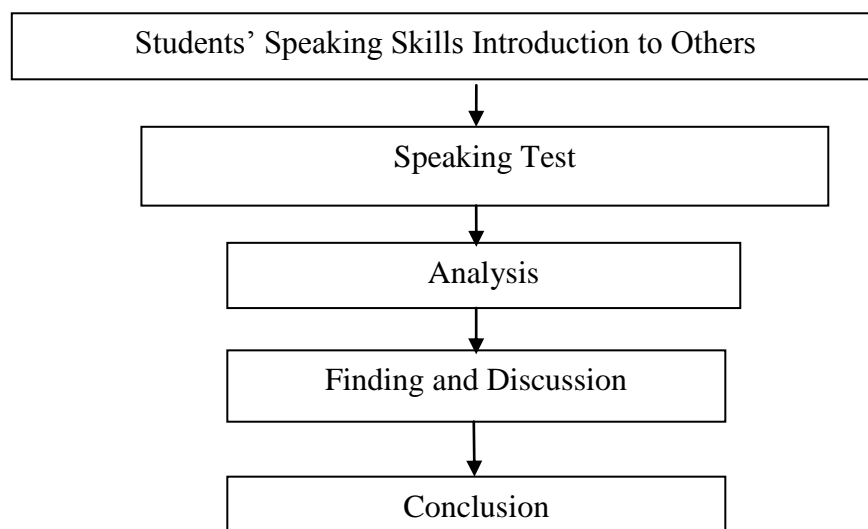
conjunctions so the researcher could concluded that the students still confused in dealing with English grammar system.

Based on the explanation above, this research have entitle “An analysis students' speaking skill in introduction to others at seventh grade of SMP N 1 Rambah Hilir” also different with the five researcher above. Furthermore, speaking skill very important also component of speaking for students. It could make the students easier to speak and to be a good speaker.

### 2.3. Conceptual Framework

In this research, the researcher also included the conceptual framework of the research in order to make the reader easy to see the plan of the research. The following figure describes the conceptual framework:

**Figure 1. Conceptual Framework of the Researcher**



At the conceptual framework, the researcher analyzed students' speaking skill it would focus on introduction to others. In this research, the researcher used speaking test to collect the data. To know their speaking skill, the researcher

analyzed students' speaking skill in introduction to others and used the score based on Wachidah's, et.al theory of scoring, it consists of pronunciation, intonation, fluency and accuracy.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about the research methodology of the research. This chapter consists of several sections; research design, setting of the research, population and sample, instrumentations, procedure of the research, technique of collecting the data and technique of analyzing the data.

#### **3.1. Research Design**

The design of this research is descriptive quantitative research. According to Creswell (2009:4) descriptive quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed by using statistical producers. Quantitative research is a tool for researcher to make easy for researcher in processing their data.

#### **3.2. Setting of the Research**

This research was conducted at SMP N 1 Rambah Hilir. It was located on Desa Sejati, Muara Rumbai.



### **3.3. Population and Sample of the Research**

#### **3.3.1. Population**

Arikunto (2010:174) said that population research is only done for a limited population and the subject is not many. The population of the research was the seventh grade students of SMP N 1 Rambah Hilir in academic 2018/2019. There were three classes. The total numbers of the population were 83 students.

**Table 3.1 Population**

No	Classes	Students
1	Class VII A	29
2	Class VII B	29
3	Class VII C	25
	Total	83

#### **3.3.2. Sample**

Sample is a part of population. The seventh grade students were 83 students. So, the sample students were 29 students in class A. The researcher used cluster random sampling to determine the class as sample by using lottery. Gay (2009) state that cluster random sampling randomly select group, not individuals.

### **3.4. Instrument of the Research**

#### **a. Speaking test**

In this research, the researcher used speaking test in form of dialogue. For the speaking test the students ask to introduce someone to others by demonstrated by dialogue in front of the class. To analyze their speaking skill, the researcher used

scoring rubric from the students' book based on Wachidah, et.al (2016:20-21). It can be seen in the following figure:

**Table 3.4.1 Scoring Rubric of Speaking Skill**

No	Aspect of speaking	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but the mistakes do not interfere the meaning	4
		There are some mistakes and the mistakes interfere the meaning	3
		There are many mistakes and they interfere the meaning	2
		There are many mistakes and interfere the meaning	1
2.	Intonation	Almost perfect	5
		There are some mistakes but the mistakes do not interfere the meaning	4
		There are some mistakes and the mistakes interfere the meaning	3
		There are many mistakes and they interfere the meaning	2
		There are many mistakes and interfere the meaning	1