

**AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' ABILITY  
IN ASKING AND GIVING SUGGESTION ORALLY  
AT SMAN 2 KOTA SOLOK**

**THESIS**



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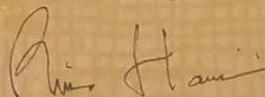
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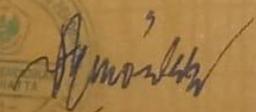
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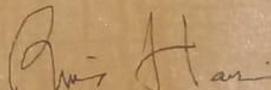
  
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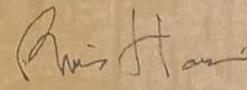
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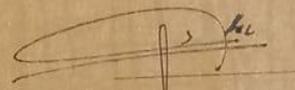
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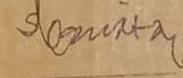
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Finally, she expects that the readers will get benefit and can get insight to the research. She is aware that the research is not perfect yet. Therefore, she welcomes the readers' criticisms and suggestions.

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## ABSTRACT

Sartika, A. 2023. *The Eleventh Grade Students' Ability in Asking and Giving Suggestion Orally at SMA N 2 Solok*

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The purpose of this study is to describe the eleventh grade student's ability in asking and giving suggestion in spoken expression at SMA N 2 Solok. The researcher used descriptive research design for this research. The population of this research was the eleventh grade students at SMA N 2 Solok. The researcher used stratified proportionall random sampling technique to select the sample, and the number of sample was 47 students. The instrument for collecting the data in this was speaking test in the form of making a conversation by using formulaic expressions of asking and giving suggestion. To make the test reliable, the researcher used inter-rate method. The result of analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0,83. Then the test was valid because it had covered the material that the students had learnt. In the syllabus (see Appendix 1), it was stated that the students have studied the material in first Chapter.

Mostly, the students had low ability in speaking asking and giving suggestion, (to express formulaic expression, apply correct grammar, spelling correct pronunciation, and fluent in speaking). It was supported by the data analysis that 3 students (6,38%) had excellent, 18 students (38,30%) were categorized into good, 7 students (14,89%) were categorized into moderate, and 19 students (40,43%) were categorized into bad ability (see Appendix 5). In detail, there was no student who had excellent ability in using appropriate formulaic expression, 1 student (2,13%) was categorized into good, 10 students (21,28%) were classified into moderate, and 36 students (76,59%) were categorized into bad category (see Appendix 8). There were 23 students (48,94%) categorized as excellent, 8 students (17,02%) as good, 5 students (10,64%) as moderate, 11 students (23,4%) as bad ability in using correct grammar in asking and giving suggestion (see Appendix 11). There were 36 students (76,60%) fell into excellent, 8 students (17,02%) as good, 3 students (6,38%) were categorized into bad in pronouncing words of asking and giving suggestion (see Appendix 14). There were 15 students (31,91%) were categorized as excellent, 9 students (19,15%) as good, 9 students (19,15%) as moderate, and 14 students (29,79%) were categorized as bad in the form of fluency (see Appendix 17).

Considering that the students had low ability in speaking, asking and giving suggestion, the researcher gives suggestion to the English teacher, students, and the future researcher. English teacher are suggested to emphasize more about speaking activity in class. The students should learn more about asking and giving suggestion, and do more speaking activity on their on awareness, do not forget to pay attention to the teacher explanation material. The future researcher are suggested to study more about asking and giving suggestion to find out other problems with student's ability in asking and giving suggestion.

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## CHAPTER I

### INTRODUCTION

This chapter discussed the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research question, the purpose of research, the significance of research, and the key terms. The explanation of each part can be seen as follows:

#### 1.1 Background of The Problem

Language is an important aspect of human being. By learning language people can communicate, get information, and interact to each other. Language has a big role in human life to make a relation in their environment (Riadil, 2020). One of the languages which is used for communicating one another is English. In addition to its status as a mother tongue in many countries, global use of English is growing for communication among speakers of other languages in place where English is not the majority language. Therefore in order to be able to speak English well, there are four language skills that must be mastered: listening, speaking, reading, and writing.

According to Putri *et al.*(2020), speaking is a subject matter that has to be studied by the students because it is the most important factor in the development of English language skills.

However, it is more difficult than other language skills because there are some difficulties experienced by students in speaking, such as low vocabulary, the difficulties in pronouncing, confused in arranging words, and many others. Even though, in the real condition, it is still difficult for Indonesian students to practice

their English skill in daily conversation even though they have been studying English for ten years in formal education since junior high school, senior high school and university.

In secondary education learning or senior high school, students are required to master the English language. Focusing on Curriculum 2013 based on communicative skill, students are expected to be able to communicate well in English to deal with global developments in the economy, science knowledge, and technology. Speaking has a very important role in learning English at the high school level. In the curriculum 2013 for secondary school in Indonesia, it is more emphasized English communication skill. According to the Competency Standards in the Curriculum 2013, there are some communicative skills: asking and giving suggestion, asking and giving opinion, asking and giving direction, telling about yourself and any other communicative skills. A curriculum has a role in all aspects in education system because all learning processes are based on it, which is established by the Ministry of Education and Culture.

There are two studies related to her research which explained in 2.3 Previous Studies in Chapter II. Based on the researcher's experience in teaching practice during internship program started at 17 July -18 October 2022 at SMA N 2 Solok, students had poor English skill especially in speaking. It could be shown by their interaction in the class. In the eleventh grade, the students learned the material at first chapter "Offering and Suggestions". There are some formulaic expressions written on the book how to ask or give suggestion. The students need to understand and remember the expressions because the phrases of asking and giving suggestion are a shape of formulaic expression in English. Formulaic

expressions are those expressions formulated and agreed to be used in certain ritual circumstances. It can not be translated each words. Moreover, the students were not fluent in speaking. For example when the teacher asked them, they could not answer it by using English. Thus, they had less interest in studying English, it made the students felt bored and they were not interested in learning. It has been proved by Juliani *et al.* (2019), that students have low speaking skill which also happened at SMA N 2 Solok.

Due to the problems above, the researcher investigated the eleventh grade students' ability in asking and giving suggestion which belongs to speaking skill at SMAN 2 Solok

## **1.2 Identification of the Problem**

As long as the researcher had teaching practice during internship program at SMA 2 Solok, the researcher saw phenomenon that the classroom atmosphere was not active, because students were not interested and felt less motivating in learning. Thus, researcher asked them, what made them not interested in studying English, and they answered that English was difficult. Then, the researcher identified there were several problems related to students' speaking skill.

The first was the lack of vocabulary owned by the students so that they had difficulty in expressing their idea. Khan (2005) cited in Farhani *et al.* (2020: 443), states that numerous learners who learn English as a foreign language have difficulties in using words and expressions to speak. This thing is common happened, as Riadil (2020) stated that learners who are poor in ability of speaking tend to have lack of vocabularies, grammar, and pronunciation in which belong to linguistics problems. In the statement, lack of vocabulary is mentioned first

because most of students' problem in speaking is their limited vocabulary. It makes them difficult to produce sentence both in oral or written. It could be seen from the students' performance in giving their idea when creating a dialogue in front of the class.

The second, they did not have knowledge about formulaic expression. This statement supported by Chen *et al.*(2014) stated that Many language students have shown a lack of knowledge of formulaic expression. The students faced a problem in producing natural expressions to interact one another. The students are still using the word- per- word style to communicate. They sometimes misunderstood the meaning of formulaic expressions. They translated formulaic expressions word by word until the researcher warned them that formulaic expressions are group of words which could not be discomposed. If it does, it would produce different meaning. For example “How are you doing?” meant “bagaimana kabarmu?”, if it was translated each word the meaning would be “how (bagaimana), you (kamu), doing (melakukan)”, that would not make sense. Formulaic expressions are not memorized in the way that a poem is memorized but rather are learnt in close association with situations in which their use is appropriate. Formulaic expressions are groups of words (multi-word units) memorized (as a whole) rather than generated (from individual words) in the sense that they are fixed expressions whose interpretations and functions could not predicted by somebody who merely knew the grammar and the vocabulary of the language.

The third, grammar is other problem in learning English. English language learner tends to have less understanding of grammar. Such as they say “I am not

come to the class”, where literally, they want to say “I come to the class”. it is in line with Wahyuningsih & Afandi (2020) study that student has lack of grammar mastery.

Fourth was their pronunciation, they had a big deal with it. They were not confident with their pronunciation, when they were asked to read a text. Farhani *et al.* (2020), stated that the feeling of being watched by others made them felt more insecure and unable to perform well in class. They were afraid of being judged, teased, and mocked when they making mistakes in front of their friends. Therefore, they did not brave enough to have a voice.

Fifth, was their anxiety, it has a role in speaking acquisition. Based on Wahyuningsih & Afandi (2020: 967), English language classroom activities are a source of speaking anxiety. Thus, it has correlated with students’ unwillingness to speak English. In a class which the researcher had observed, many students getting shy when they came forward in front of the class as if they had lost their confident. Because of that they forgot what was prepared before the practice session.

And the last one is fluency. It is similar with Sayuri (2016), The data showed that students have problems related to pronunciation, fluency, grammar, and vocabulary that have been taken from the result of speaking test. In the research, stated that student has a weak fluency in communicative skill.

### **1.3 Limitation of the Problem**

Concerning with the background and identification of the problem above, the researcher limited the research to students’ ability in using formulaic expression of asking and giving suggestions in spoken communication. It focused on

investigating the students' ability in asking and giving suggestion about things around the school. Then the researcher specifically focused on their formulaic expression, pronunciation, grammar, and fluency.

#### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem in this research is "How is the eleventh grade students' ability in asking and giving suggestion orally at SMAN 2 Solok".

#### **1.5 Research Questions**

In accordance with the formulation of the problem above, the researcher defined the research questions as follows:

1. How is the eleventh grade students' ability in using appropriate formulaic expression in asking and giving suggestion at SMA N 2 Solok?
2. How is the eleventh grade students' ability in using correct grammar of asking and giving suggestion at SMAN 2 Solok?
3. How is the eleventh grade students' ability in pronouncing each words of asking and giving suggestion at SMA N 2 Solok?
4. How is the eleventh grade students' fluency in asking and giving suggestion orally at SMAN 2 Solok?

#### **1.6 Purposes of the Research**

The purpose of the research was to find out the students' ability in asking and giving suggestion in spoken expressions at SMAN 2 Solok. In more specifically, this research tends to describe the following:

1. The eleventh grade students' ability in using appropriate formulaic expression in asking and giving suggestion at SMA N 2 Solok.
2. The eleventh grade students' ability in using correct grammar for asking and giving suggestion at SMAN 2 Solok.
3. The eleventh grade students' ability in pronouncing each words of asking and giving suggestion at SMA N 2 Solok
4. The eleventh grade students' fluency in speaking at SMAN 2 Solok.

### **1.7 Significance of the Research**

The results of this research are intended to be valuable for students, English teacher, and the researcher in the future.

1. For the students, this research provide about the students' ability in asking and giving suggestions, in can be used to help them to figure out the way to learn English especially in giving suggestions.
2. For the English teachers know more about formulaic expressions and forms of them.
3. For the researcher, this research could also be served as a foundation, knowledge, and reference for the future research of asking and giving suggestion in spoken expressions.

### **1.8 Definition of the Key Terms**

The researcher defines the definition of the terms to avoid misunderstanding in this research:

1. Student's speaking ability is student' skill to express ideas, opinions, or message orally.

2. Asking suggestion means to request someone to give his/her idea, plan, or action about necessary things.
3. Giving suggestion is an act of delivering that is to introduce or propose an idea or plan for consideration.
4. Formulaic expressions are whole sentences or groups of words represented as units
5. Pronunciation is a method of producing certain sounds, and it focuses on production and identification of the sounds, stress pattern, and intonation in English.
6. Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Grammar is a study of classes of words, their inflections, functions, and relation in the sentence.
7. Fluency is the ability to speak spontaneously, flow well, without having to stop and pause a lot to channel the speech on a more purposeful course.