

CHAPTER I INTRODUCTION

In chapter 1, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

English has now become an influential language in all types of fields, including the education system in Indonesia. For students, English is needed to be able to study knowledge that exists around the world and provide great opportunities to be able to compete internationally. English is an international language that is very important to be mastered also by vocational high school students. Proficiency in English is an important thing to prepare vocational high school students to enter the world of work. This means that it will be much easier for students to get a job than other prospective workers candidates who lack English language skills. Due to the English language skills that students have, it is hoped that they will expand cooperation with companies, especially foreign companies

To master English, language skills such as listening, speaking, reading, and writing must be learned by students. Sadiku (2015) states that for successful English mastery, English language instruction must place equal emphasis on all four skills, namely listening, speaking, reading, and writing. Four skills activities in the language classroom serve many valuable purposes: they give learners

scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their ability (proof of learning), and most importantly, confidence. Among the four language skills, speaking can be one of the most difficult language skills. According to Irmawati (2016:10) speaking English is often considered difficult to learn since it requires saying an order of word verbally as a way to communicate an idea or message. Also Oxford in Irmawati (2016:11) said that speaking English is stressful for students. This is because they feel that they are afraid of making mistakes related to grammar and also lack vocabulary in English to facilitate their speaking activities. According to Harmer (2007:343) speaking is complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension.

English speaking skill is one of the skills of language to be required in global interaction or communication. Speaking is very important for students to express their knowledge, thought, experience. Speaking is a functional oral language skill in everyday human life. By speaking we can obtain and convey information. Therefore students should be able to optimize their ability to speak in English. According to Ladouse in Nunan (1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that influences our daily lives". This means that speaking is a way of communicating that can affect one's life.

English subjects at SMK N 4 Payakumbuh are organized into two categories: normative and productive English subjects. Normative English is a subject that

focuses on learning general English. Productive English, on the other hand, is a subject that focuses on occupational English learning.

On July 18 to October 17, 2022 the researcher conducted a teaching practice for grade 10 students at SMK 4 Payakumbuh using Syllabus Lesson Plans (Modul Ajar), in Kurikulum Merdeka . There are materials taught, namely Introduction, Descriptive Text, Narrative Text, Recount Text, Hobbies & Interests. All material taught includes 4 language skills. In learning material, teachers teach in complex integrative skill, especially in self introduction teachers teach more in speaking. In connection with this study, the writer made preliminary observations to see students' speaking skills in self-introduction material as one of the abilities that students must have.

Self-introduction has an important role in daily life. There are more opportunities to meet people from different cultural backgrounds for different purposes. According to Anggraeni (2017:54) self-introduction is one of the speaking activities that are commonly assigned in speaking class. It belongs to other accuracy-based activities. Self-introduction is a form of expression used by individuals to introduce themselves. If an individual is in a new environment, of course, she/he needs to do a self-introduction. Self-introduction is the first topic taught in the tenth-grade students at SMKN 4 Payakumbuh.

This study is related to one study that the researcher found about the students' speaking ability. The study was conducted by Ashobah (2022) entitled an Analysis of the Tenth Grade Students' Speaking Ability in Introducing Themselves at Senior High School Adabiah 2 Padang. Based on the results of the

data analysis, the tenth-grade students' speaking ability in introducing themselves at Senior High School 2 Padang was high.

From the explanation of the background above, the researcher chose to formulate a study entitled "A Study of the Students' Speaking Ability in Self Introduction at the Tenth Grade of SMK N 4 Payakumbuh".

1. 2 The Identification of the Problem

Based on previous researcher's teaching experiences at SMK N 4 Payakumbuh, almost all students had difficulty speaking English well. When learning begins and the teacher explains in front of the class, students do not respond much to the material that has been delivered because many of less understand. They were confused because of the lack of mastery of vocabulary and grammar. Also, many of them unrecognized the meaning of words that can be considered basic. They still confused how to speak English well. That's what makes students have a lot of mistakes in practicing speaking English.

Because of these difficulties, students were asked to write and arrange the content of their self-introduction script before they practiced speaking, but they still made a lot of mistakes in making the script because of their lack of knowledge of grammar in the context of tenses and words that have multiple meanings. Other factors are lack of confidence, motivation, and the environment. They speak English and are afraid of being laughed at by their friends. Students' motivation in speaking is different. Some students are motivated in learning to speak and there can be a lack of understanding of why the English language is important to learn. The last, student's difficulty in speaking is the influence of the

environment. Students still lack practice in English because they feel embarrassed when they speak English and their environment uses their mother tongue in everyday life. However, each student is required to be good at speaking skills, especially in self-introduction because it was the starting material for tenth-grade students at SMK N 4 Payakumbuh.

Based on the explanation above, we can see some of the students' problems in speaking skills, especially in self-introduction material. First, the student's ability is still lacking in speaking English well, they still hard to understand the meaning of the word, and they find it difficult to express ideas. Second, they were confused because of the lack of mastery of vocabulary and grammar. Third, lack of self-confidence, motivation and environment have an impact on students' speaking abilities.

1. 3 The Limitation of the Problem

In this study, researcher analyzed students' ability in conducting self-introduction at SMK N 4 Payakumbuh. The researcher only focused on assessing students' ability to speak English correctly in self-introduction as material.

1. 4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: "How is the tenth-grade students' speaking ability in self-introduction at SMK N 4 Payakumbuh?"

1. 5 Research Questions

Based on the formulation of the problem above, the researcher has five research questions to be answered as follows:

1. How is the tenth-grade students' ability to express content (ideas) when introducing themselves at SMK N 4 Payakumbuh?
2. How is the tenth-grade students' ability to use vocabulary when introducing themselves at SMK N 4 Payakumbuh?
3. How is the tenth-grade students' ability to use correct grammar when introducing themselves at SMK N 4 Payakumbuh?
4. How is the tenth-grade students' ability to use correct pronunciation when introducing themselves at SMKN 4 Payakumbuh?
5. How is the tenth-grade students' fluency when introducing themselves at SMK N 4 Payakumbuh?

1. 6 The Purposes of Research

In general, the purpose of this study is to describe the tenth-grade students' speaking ability in self-introduction at SMKN 4 Payakumbuh. More specifically, the aims of this study are:

1. To describe the tenth-grade students' ability to express content (ideas) when introducing themselves at SMK N 4 Payakumbuh.
2. To describe the tenth-grade students' ability to use vocabulary when introducing themselves at SMK N 4 Payakumbuh.

3. To describe the tenth-grade students' ability to use correct grammar when introducing themselves at SMK N 4 Payakumbuh
4. To describe the tenth-grade students' ability to use correct pronunciation when introducing themselves at SMKN 4 Payakumbuh.
5. To describe the tenth-grade students' fluency when introducing themselves at SMK N 4 Payakumbuh

1. 7 The Significance of Research

The results of this study are expected to be helpful for teachers, students, and future researchers. Teachers learn about the student's ability to do a self-introduction. The results of this study are also expected to have the potential to be used by English teachers as a guide in teaching students how to do self- introduction and to improve their teaching strategies.

For the students this study are expected to serve as valuable guide to improve knowledge and understanding in the academic field, especially improving English language skills. This study is also expected to help students solve some difficulties in speaking English and increase students' motivation in learning.

By completing this study, a researcher could find out more about the process of doing research. The findings of this study might be used as a reference by future researchers.

1. 8 The Definition of Key Terms

To avoid misunderstanding the key terms used in this study, the writer defines them as follows:

1. Self-introduction is a form of expression used by individuals to introduce themselves
2. Speaking is an activity to explain someone in a certain situation or an activity to report something.
3. Ability refers to the tenth-grade students' speaking ability in self-introduction at SMK N 4 Payakumbuh.
4. The content of self-introduction is all the information and personal data
5. Grammar is the rule of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.
6. Vocabulary refers to all of the words used in communication by a person
7. Pronunciation is the act of pronouncing words; utterance of speech, a way speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.
8. Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.