

## **CHAPTER I**

### **INTRODUCTION**

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

#### **1.1 The Background of the Problem**

Language is the human subject for communicating to each other. Basir, Azeem, and Dogar (2011:35) indicate that language is a symbol system for communication each other in speech and writing that is used by people of a certain community. In the world people use many languages and every country has different language. Then, according to Crystal (2003:3), a language achieves the global status when it develops a special role that every country recognize it. People can convey messages and impressions to others by using language that can be as a contribution, such as telling about news by mass media. In the world, there are countries where English language becomes a mother tongue, such as USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, and several Caribbean countries. Although English becomes a mother tongue in some countries, in this era English has become a global language that is learned in every country for many activities in the world, especially for communicating to each other.

English as a global language is very important to learn many aspects like education, economic, culture, social, etc. For example in economic, every country should use English if they want to build the relation with other countries, so they can work together in developing the economy in each country. If a country wants to introduce about culture to other countries, it should use English in order to make understand about the other cultures. That is way English is one of the language that is used to communicate with people in the world and also it can make life easier in the future. Most of schools in every country have English subject that must be learned by students, especially in Indonesia. English has been taught beginning at junior high school, senior high school, and university level.

In learning English students should know first about the four skills in English, i.e , listening, speaking, reading, and writing. The four skills are very important because they are the elements in English that must be mastered in order to be able to communicate in oral and written. Among four language skills, speaking is one of the complex skill because there are integrated components in speaking, such as pronunciation, grammar, vocabulary, and fluency. Speaking is used to communicate with people all around the world. Suryani (2015:107) argues that speaking is a skill of language that people can communicate with others where it is used to express ideas, opinions, feelings, and viewpoints. Because speaking is very important for oral communication, so speaking subject is included in every English curriculum, especially in Bung Hatta University.

There are four subjects of speaking skill at English Department of Bung Hatta University. They are, consecutively, introductory speaking, speaking for description, speaking for argument, and public speaking. Introductory speaking is taken by students in Intensive Course Program and they learn about speaking with the basic tenses (simple present tense, simple past tense, and simple future tense). It means they practice to express their ideas with certain topic relating to the tenses used. Then in speaking for description, students learn to share idea by describing something. In speaking for argument, students learn for giving argument by using seminar, debate, discussion, and panel group. It means that they practice how to express idea in giving argument with the ways used. The last is public speaking, students learn about how to deliver their ideas in public. It means that they practice to deliver their idea in the public situated learning in the classroom. From the explanation above, the researcher concludes that students learn level of speaking in every subject but they still have problems in each skill, especially in Introductory speaking, they still have problems in component speaking in telling future plans.

Therefore, the researcher was interested in conducting a research in order to know the students' ability in speaking skill in telling future plans. The researcher focused on the research entitled **“The First Year Students’ Speaking Ability in Telling Future Plans at English Department of Bung Hatta University”**.

## **1.2 Identification of the Problem**

Based on observation and interview that the researcher did on April 4, 2019, many students still had problems in four skills of language, especially in speaking. There are many problems in expressing content with the topic, grammar, vocabulary, pronunciation, and fluency. The first was students still had problems in determining the content that related with the topic. It means they had lack of ideas in making expression. The second problem was grammar, students were still not confident when they are speaking because they did not master grammar and how to use it, especially for the basic grammar in the simple future tense. Most of them did not know the differences in using of future tense by using *be going to* and by using *will* to express the ideas in telling future plans. The third was vocabulary that related with the sentence when they are speaking. In this case, the students had lack of vocabulary to express their ideas in speaking. The four was pronunciation, their pronunciation was incorrectly. When they are speaking, they felt shy, so it made the students' pronunciation are wrong. Because of that problems, their fluency in speaking become disturbed, so they were afraid to speak in public.

## **1.3 Limitation of the Problem**

Based on the identification of the problem above, the researcher focused on the first year students' speaking ability in telling future plans. Particularly in

grammatical aspect of students' speech, the researcher limited the problem of the research, the using of simple future plans.

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

In this research, the researcher focused on students' speaking ability in telling about planning in the future. So, formulation of the problem was "How is the first year students' ability to express their ideas in telling future plans at English Department of Bung Hatta University?"

#### **1.5 Research Questions**

Based on the formulation above, the research questions that were formulated follows:

1. How is the first year students' speaking ability to express ideas (content) in telling future plan?
2. How is the first year students' speaking ability to pronounce words in telling future plan?
3. How is the first year students' speaking ability to use grammar in telling future plan?
4. How is the first year students' speaking ability to choose vocabulary in telling future plan?
5. How is the first year students' fluency in speaking ability in telling future plan?

## **1.6 Purposes of the Research**

In general, the purpose of this research was to find out the first year students' speaking ability in telling future plans. In more specific, the purposes of this research were as follows:

1. To find out the first year students' speaking ability to express ideas (content) in telling future plans.
2. To find out the first year students' speaking ability to pronounce words in telling future plans.
3. To find out the first year students' speaking ability to use grammar in telling future plans.
4. To find out the first year students' speaking ability to choose vocabulary in telling future plans.
5. To find out the first year students' fluency in speaking ability in telling future plans.

## **1.7 Significance of the Research**

The researcher expected that the result of this research can give contribution to the lecturers, students, and other researchers. For the lecturers, especially the lecturers who teach English, they know the ability of students' speaking ability in telling future plans. Then they pay attention to the students' speaking ability. For the

students, especially for the first year students that have learnt about future plans. The last is for other researchers who would do a research in speaking, especially in telling future plans.

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

There are some definitions of key terms in this research, the definition of key terms were follows:

1. Speaking ability is an active language skill for expressing the meaning so that the others can understand it.
2. Ability is the students' ability to speak in telling future plans.
3. Future plans are the activities that will happen for the future and it is used with the simple future tense.