

CHAPTER1

INTRODUCTION

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

1.1 Background of the Problem

There are four integrated language skills in English that must be mastered well by the students. They are listening, speaking, reading, and writing. Speaking is one of the language skills that must be emphasized by the learners. It is an important language skill because speaking is the central elements of communication. It is the ability to share thoughts, idea, and intentions to the other people (Samad et al. 2017). As a matter of fact, the objective of learning a language is to communicate with other people in a real life. Communication can be written form (writing) or oral (speaking).

Speaking has important role in social life. It is used for communication among people in society in order to keep relationship among them (Muklas, 2017). The role of speaking in human interactions are ;(1) speaking as interaction (2) speaking as transaction (3) speaking as performance. Speaking as interaction functions can maintain social relations. The transactional function of speaking is to focus on exchanging information. Performance function refers to public talk which means to transmit information to an audience, such as classroom presentations, public announcements, and speeches (Richards, 2008 p. 21-27) .

Based on the statement above, it can be stated that teaching speaking should be focused on the transactional, interactional and performance purposes. In Indonesia, the students learn various speaking materials in the form of transactional and interactional text as stipulated in curriculum 2013. It is done to improve the students' speaking ability, including senior high school students. The speaking material at senior high school consists of various expressions such as ;expression of asking and giving opinion, expression of agreement and disagreement, expression of congratulating and complimenting others, expression of intention for making the student's confidence in interacting with others (Kemendikbud, 2017).

As discussed above, expression of intention is one of teaching materials taught at senior high school. Expression of intention is expression used to talk about future intentions or plans. *Be going to*, *will* and *would like* are used when expressing intention in English. *Be going to* is used when there is something in present that leads to the prediction. *Will* is used when you decide something at the moment of speaking. Using '*be going to + infinitive*' and '*will + infinitive*' have similar meanings when they are used for prediction. Although *will* and *be going to* are similar in meaning, they are not identical and cannot always be used interchangeably. For example, "Look at that plane! It is going to land!". It should not be used with *will* "Look at that plane! It will land". The difference of *will* and *would like* is as follows ; *will* is used for having the intent to do something. It means you certainly will do something. *Would like* is used for future conditional. It means you might do something, or you hope you can do something, but only under certain conditions.

Based on informal interview that the researcher did on May 3rd with the students of SMAN 1 Bayang Pesisir Selatan, the researcher found that many students had difficulties to perform their speaking in expressing intention. Most of the students are not able to express intention well in their performance for their pair dialogue task in front of the class. It was indicated by their inability to differentiate the use of *will* and *be going to*. They are confused to use *will* and *be going to*. It is also difficult for them to use verb like *would like* in expressing intention for future plan. Other problems that exist are as follows ; the students cannot produce sentences that are grammatically correct, they also cannot pronounce word correctly and have lack of vocabulary.

Based on the problem above, the researcher was interested in conducting a research about students' speaking ability entitled "An Analysis of the First Grade Students' Speaking Ability in Expressing Intention at SMAN 1 Bayang.

1.2 Identification of the Problem

Speaking is one of the most difficult language skill for the learners. According to Zhang (as cited in Al Hosni, 2014) speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally, more particularly in expressing intention. The students have problems dealing with speaking including vocabulary, pronunciation, grammar, fluency and comprehension.

Most of the difficulties for learners in expression intention are using *be going to* and *will*. It is difficult for them to include all parts of the future with the *be going to* verb phrase. They may leave out the auxiliary *be* so that they produce

such sentence as :*I going to write a book*. English Foreign language learners also sometimes add “*to*” after *will* rather than using just the main verb alone as in: *They will to change the law* (Decapua, 2008 p. 179-181). The other problem is that the students cannot differentiate between “*will*” and “*be going to*” to express intention. Sometimes it is possible to use either *be going to* or *will*, but at other times only one of them is correct (Walker and Elsworthp.52). The use of *be going to* is to talk about a plan that has been made before the time of speaking, while *will* is often used to indicate a sudden decision, made at the time of speaking.

The students are also *confused* to use *would* for future form. *Would* is used for future time reference when there is a sense of possibility or capability. The use of *Would* in expressing possibility is a weaker alternative than using *will*. The other functions of *Would* is expressing wishes or conditions in present or future (Decapua, 2008 p.230). According to Decapua (2008) the greatest difficulty found by the learners is the use of modal auxiliary. The learners have trouble when a modal changes its meaning when the time reference changes. Other problems is that it is difficult to remember the changes in meaning and use when certain modals are used in affirmative versus negative statements.

1.3 Limitation of the Problem

Based on the identification of the problem, the problem for this research was limited to the first grade students’ speaking ability in expressing intention at SMAN 1 Bayang Pesisir Selatan.

1.4 Formulation of the Problem

In line with the limitation of this study, the researcher formulated the problem of this study, “How is the first grade students’ speaking ability in expressing intention at SMAN 1 Bayang Pesisir Selatan?”

1.5 Research Questions

In accordance with the formulation of the problem above, there were three research questions that should be answered as follows :

- 1) How is the first grade students’ speaking ability to use expression of intention at SMAN 1 Bayang Pesisir Selatan?
- 2) How is the first grade students’ speaking ability in using appropriate vocabulary in expressing intention at SMAN 1 Bayang Pesisir Selatan?
- 3) How is the first grade students’ speaking ability in using correct grammar in expressing intention at SMAN 1 Bayang Pesisir Selatan?
- 4) How is the first grade students’ speaking ability to pronounce word in expressing intention at SMAN 1 Bayang Pesisir Selatan?
- 5) How is the first grade students’ speaking ability to speak fluently in expressing intention at SMAN 1 Bayang Pesisir Selatan ?

1.6 Purposes of the Research

The main purpose of this research was to describe the first grade students’ ability in expressing intention at SMAN 1 Bayang Pesisir Selatan. Specifically the purpose of this research were as follows :

- 1) To find out the first grade students’ speaking ability to use expression of intention at SMAN 1 Bayang Pesisir Selatan.
- 2) To find out the first grade students’ speaking ability to use appropriate vocabulary in expressing intention at SMAN 1 Bayang Pesisir Selatan.

- 3) To find out the first grade students' speaking ability to use correct grammar in expressing intention at SMAN 1 BayangPesisir Selatan.
- 4) To find out the first grade students' speaking ability to pronounce word in expressing intention at SMAN 1 BayangPesisir Selatan.
- 5) To find out the first grade students' speaking ability to speak fluently in expressing intention at SMAN 1 BayangPesisir Selatan.

1.7 Significance of the Problem

The findings of this research will give a contribution for the teachers, students, and the further researcher. The teachers will know the ability of their students in using expression of intention using *be going to, will* and *would like*. By this empiric information, they can improve the quality of the teaching and learning process. For the students, having known their ability to express intention, they can improve their speaking skill especially for expression of intention. For the further researcher, this research can be reference for them and they can do further research related to this problem.

1.8 Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher gives their definition as follows :

1. **Speaking** is the action of conveying information or expressing thoughts and feelings in spoken language.
2. **Ability** is the possession of skill to express intention in speaking.
3. **Expression** is the act of saying what people think or showing how people feel using words and action.
4. **Expression Intention** is something that we would like to do in the