CHAPTER I

INTRODUCTION

1.1   Background of the Study

Speaking is a tool for verbally communicating and delivering information. One of the most important aspects of communicating an idea, information, argument, or message. Talking is a communication of meaningful components includes the production, reception and processing of information (Florez, 1999). There are numerous initiatives for students to learn how to speak English. For instance, using when they communicate with others, listen to music, watch movies, learn from English videos, attend international seminars, read a variety of English literature, and join English communities. The students' speaking abilities will make communication easier and more understandable.

They are mostly unaware of the things that influence their ability to speak. The variables to consider are vocabulary, pronunciation, fluency, grammar, and comprehensibility. Speaking ability can be broken down into five different categories: concerned comprehension, grammar, vocabulary, pronunciation, and fluency (Harris, 1974). Learners can't communicate with people if they don't speak. Speaking entails not only the production of sound but also the accurate pronunciation of words. When speaking to one another, clear pronunciation will make it easier to understand each other. Pronunciation is required to appropriately pronounce words. As a result, speakers will be able to communicate with one another.

Furthermore, students must memorize vocabulary, without them, they will be lost. They must also understand grammar because it is crucial in learning English. Because grammar includes various rules, including those governing the present, past, future, past participle, etc., Grammar is the set of rules that govern how terms have been joined and structured to communicate a specific context. When having a conversation, it is critical to use the correct language. This is consistent with the explanation proposed by Heaton (1978) that it is the student's ability to manipulate structure and discern proper grammatical forms in proper form. However, it made English grammar incredibly challenging. Speaking should be concentrated on comprehensibility. To respond to what the speaker is saying, comprehension is required. Of course, a listener must be able to understand what the speakers are saying. As a result of gaining comprehension, they know how to respond to one another. After comprehensibility, students must develop fluency to speak in English with better articulation and clarity. Fillers and mispronounce words are common in various situations. People in recent times are dedicating themselves to getting to know English as a second language. As a result, being capable of speak correctly in English is critical. English is an internationally recognized language. At the very least, people all around the world can communicate effectively in English. As a result, the most important reason to speak English is for communication.

The researcher observed students in the 3rd semester for 2021/2022 academic year in the English Study Program Faculty of Foreign Languages at Mahasaraswati Denpasar University as part of a classroom activity Regarding the fact that the researcher has identified the general field of students and he found that

they had problems speaking English properly. it includes fluency, pronunciation, vocabulary, grammar, and comprehension. The capacity to speak appropriate and accurate English could be very essential for everyone, one of which is the ability to present a presentation by students. According to the researcher's observations, the researcher found that many students struggle to present a presentation due to their limited vocabulary, poor understanding of grammar, and imperfect pronunciation. So that researcher wishes to look at this phenomenon more. The researcher chose to conduct the study at Mahasaraswati Denpasar University's Faculty of Foreign Languages because it specializes in study program that concentrate on English and is not frequently offered, ensuring that the participants' English-language proficiency. Compared to students who merely study general English, they are more competent. However, this study focuses on a specific language function, namely presenting a presentation.

Speaking assessment is extremely important for determining students' speaking abilities. Furthermore, the assessment of speaking serves as a guide for determining a student's speaking competence. Speaking requires someone to have linguistic competence in term of good articulating the sound, having a proportionate vocabulary, and mastering grammatical components (Nunan, 1999). Therefore, this study specializes in the students' speaking abilities.

1.2   Problems of the Study

Based at the study's background, the researcher advanced the subsequent issues on the subsequent question:

1. How is the speaking ability of 3rd semester students of English study program Faculty of Foreign Languages?

2. What linguistic elements that cause students on 3rd semester 2021/2022 academic year to have difficulty in speaking English?

1.3   Objectives of the Study

Finding solutions to the previously described problem is one of the study's goals, which can be enumerated as follows:

1. To identify the speaking abilities of students from English Study Program, Faculty of Foreign Languages.

2. To analyze the linguistic elements that cause students on 3rd semester 2021/2022 academic year to have difficulty in speaking English.

1.4   Limitation of the Study

The study's limitations confined to the students' speaking ability and linguistic factors that influence them in the third semester 2021/2022 academic year of English Study Program at Mahasaraswati Denpasar University's Faculty of Foreign Languages. In order to examine the students' speaking abilities and the linguistic aspects that affect how well they speak English, the author used two different types of theories, namely Harris' theory (1974), and Brown's theory (2004).

1.5   Significance of the Study

The students in the third semester would be chosen as the object of the analysis in order to give two significances, specifically theoretical significances, also practical significance. The following are these the significances:

1.5.1   Theoretical Significance

In this analysis, the writer wanted to talk about students' speaking abilities and linguistic aspects that influence them on speaking English as found in this research. The significance is to increase the comprehension. Furthermore, giving a different perspective and more evolved than the research did.

1.5.2   Practical Significance

Aside from its theoretical significance, the writer expects that readers, lecturers, and students will find this research useful.

1. For the students

    This research will be useful in determining the source of their speaking abilities. Alternatively, they can learn how to sharpen students' public speaking abilities. It may also expand their enthusiasm for lecturing.

2. For the lecturers

    The researcher thinks that by conducting this study, the lecturers will be able to provide some insight into how to teach students to speak in English. In addition, the lecturers can also effectively discover innovation in teaching.

3. For the readers

The findings of this study will let readers know how significantly different students' speaking abilities were in the video presentation.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1   Review of Related Literatures

This sub-chapter consists with the reviews of reviews several researches which are closely related to the analysis of students' speaking ability. The review includes discussion on related previous studies, elaboration of concepts, and theoretical frameworks of this study.

The first thesis is entitled "Students' Speaking Ability and Factors Influence their Ability written by Humaerah (2018). The purpose of her research is to explain and analyze the students' speaking abilities and the elements that affect those abilities. The data were taken from students at SMA Muhammadiyah Camba. The writer used theory proposed by Brown (2000) and Lado (1961). Therefore, the findings of this research showed the students' understanding of English grammar, vocabulary, and pronunciation. Whereas pronunciation received a score of 6, grammar received a score of 7.3, and vocabulary received a score of 7. Pronunciation received a respectable 6 grade, and grammar received a decent 7.3 score. After that the result of median showed is the consideration above, was 3.2 points. It means that students' motivation in speaking ability is still on the standard value or be in from the result mentioned, the research might conclude that most of correspondents be in anxious classification with the total media was 3.1 point correspondents be in anxious classification with the total media was 3.1 points. Last percentages of speaking ability-influencing factors It displays the percent score of the factors that have an impact on speaking ability. From

motivation instrument, the research got the result 64% and the result from anxiety instrument resulting total percentage at the rate 62%. The similarities between the prior study and the current study both conducting speaking test to analyze students' speaking ability. The difference is the previous study conducting questionnaire to assess students' motivation and anxiety in students' speaking ability, meanwhile the current study is conducting interview to get to know the students' difficulties after giving a speaking test to students.

The second thesis is entitled "An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida" written by Fitri (2020). Her study aims to analyze the students' difficulties in speaking English. The data were taken from students in the eleventh grade of State Islamic Senior High School Kotabaru. The writer used some theory proposed by Harmer (2007) and Brown (2004). Therefore, the findings of this research showed that there is a dominant aspect found in this study, the most dominant difficulty of students in speaking English is "Academic and conversational English skills and obstacles linguistic". The similarity between the previous study and the current study is to find out the factors that caused the students' difficulty in speaking English. The difference is the previous study conducted a questionnaire to assess students' motivation and anxiety in students' speaking ability, meanwhile the current study is conducting a speaking test and an interview to get to know the students' speaking ability and their difficulties.

The third article is entitled "An Analysis of Students Speaking Ability in Retelling Story on Descriptive Text at the Second Grade Students Of Smp Ylpi Pekanbaru" written by Fitri (2020). Her study aims to know students' ability in

speaking and to find out which aspects are the most dominant problems for the students at the second-grade students of SMP YLPI Pekanbaru. The data were taken from students at the second-grade students of SMP YLPI Pekanbaru. The writer used the theory proposed by Harris (1996), and Richards and Gay (2006). As a result, the findings of this study revealed that the students' speaking ability in retelling stories had an average score of 3 and was classified as good. The students' mean score for the pronunciation component was 2.8 points, while grammar received 3.5 points. Following that, the vocabulary component received 3.2 points, while fluency received 2.7 points. Finally, the students' average score on the comprehension component was 2.8 points, and the comprehension component was 2.8 points. The similarities between the previous study and the current study both used speaking tests as the Instrument of research. The difference is the previous study focuses on junior high schoolers, meanwhile, the current study focuses on university students.

The fourth article is entitled "An Analysis of Students' Speaking Ability in Class Presentation during Covid-19 Pandemic at IAIN Padangsidimpuan. Written by Idayani & Fitri (2021). Her study's goals is to analyze students' speaking ability of the third-year students of IAIN Padangsidimpuan in class presentations. The data were taken from the third-year students of IAIN Padangsidimpuan. The writer used the theory proposed by Brown (2004), and Harris (1974). As a result, the findings of this study revealed that students receive speaking scores ranging from 40% to 80%. The similarities between the previous study and the current study are using the same theories. The difference is the previous study conducted class presentation meetings via Zoom to assess the students' speaking ability, meanwhile, meanwhile the current

study is conducting a speaking test and an interview to get to know the students' speaking ability and their difficulties.

The last article is entitled "An Analysis of Students' Speaking Ability in Speech at English Department of UMN Al-Washliyah Medan" which was written by Harahap & Rozimela (2021). Her study aims to find out how the students' speaking ability in speech. The data were collected from a speaking test administered to the students in the sixth semester of UMN Al Washliyah Medan in the Academic Year 2020/2021. The writer used the theory proposed by Lucas (2012), and Gregory (1990). Therefore, the findings of this research showed an average score of 73.9 was considered good, additionally, 3 out of 10 received scores between 65-79, which belonged to the good category. On the other hand, 30% of students (3 students) were in the very good category and no student scored below 79. The similarities between the prior study and the current study is the object of the study is the university students. The difference is the previous study conducted a speaking test through speech, meanwhile the current study is conducting a speaking test and an interview to know the students' speaking ability and their difficulties.

2.2   Concepts

This part would explain about the concepts that are related to an overall understanding of this study, such as: speaking ability, Students in English Study Program Faculty of Foreign Languages, theories, components of speaking, and factors of difficulty in speaking English.

2.2.1 Speaking ability

Speaking refers to a human's ability to communicate. Speaking ability is a necessary skill for effective communication. They make it possible for us to communicate verbally and in a way that the listener can understand. Speaking is described as an activity as the capacity to show oneself in the situation, or the acts report activity, or the ability to speak effectively and express situations or groups of ideas in reasonable words (Nunan, 1999). Grammar, vocabulary, pronunciation, fluency, and comprehensibility should all be checked when speaking. Speaking is complex skill because at least it is concerned with components on grammar, vocabulary, pronunciation, fluency, and comprehensibility (Harmer, 2007). Speaking ability is essential for communicating with others because it allows you to directly convey facts. Speaking is the procedure of creating meaning involved in creation, retrieval, and processing of information (Brown, 2004). Humans learn to speak from the moment they are born, after listening to their mothers and responding to what they hear. As defined by Tarigan (1990:3-4), speaking is a language skill that has been developed since they are still childhood, as a result of their listening ability, and it was during this time that they learned to speak for the first time.

2.2.2 Students in Faculty of Foreign Languages

A student is someone who is attending school or another type of educational facility. According to Cambridge Dictionary, students are persons who are learning at

colleges nor universities. According to Merriam-Webster, A faculty is a field of study or instruction, such as law, medicine, or liberal arts, in a school.

2.2.3   Inter-rater Reliability

The consistency of ratings among multiple testers without any interference is known as inter-rater reliability. Ping Wang (2009) stated Interrater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts. Julia Alodiah Nabilla an English teacher, is a member of the inter-rater team and has been teaching English for seven years.
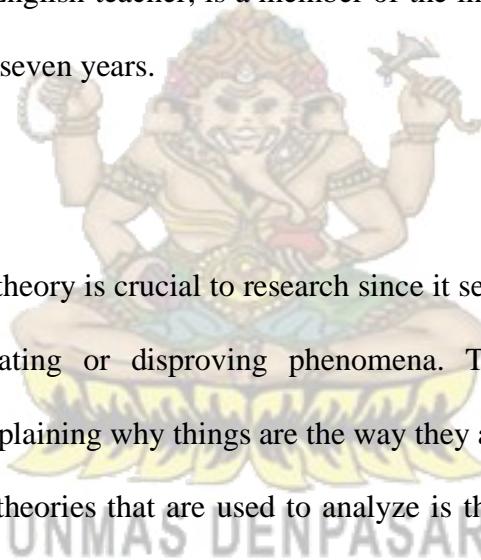
2.3   Theories

Existence of theory is crucial to research since it serves as a tool for providing direction and validating or disproving phenomena. The theoretical framework essentially aids in explaining why things are the way they are and the rationale behind particular acts. The theories that are used to analyze is the pronunciation, grammar, vocabulary, fluency, and comprehension.

2.3.1   Component of Speaking

Based on Heaton (1990:70) defines speaking is complex skill requiring the simultaneous use number of different ability, that often develops in different rates. The five components usually identified in speaking process analysis. Broader perspective of speaking ability. Pronunciation, grammar, vocabulary, fluency, and comprehension are the minimum number of components. (Brown, 2004).

2.3.1.1 Pronunciation

One of the issues with speaking is pronunciation because students are still obsessed with Indonesian pronunciation. Although the pronunciation in Indonesian and the pronunciation in English are quite different. In addition, the students do not know the correct pronunciation. For example, many students are still confused when it comes to pronouncing words correctly because they get stuck on the spelling of English words. The way a word is pronounced is known as its pronunciation. People who have good pronunciation can speak clearly for each word they say (Hornby, 1989). If Students must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and engage in connected speech if they want to speak English fluently (Harmer, 2007). The speaker has to be able to enunciate the words as well as make the physical sounds that convey meaning.

2.3.1.2 Grammar

Grammar is a language's set of rules for modifying word forms and connecting words to produce sentences. The study of the rules of how to combine words into sentence is called grammar (Hornby, 1989). Many college students stated that grammar is so hard as a consequence preventing them from getting to know English any further. Grammar is likewise frequently used as a motive we cannot talk English for worry of being wrong, and so on. For instance, college students cannot talk fluently due to the fact they suppose an excessive amount of about the way to use Grammar correctly. Grammar as description of the ways in which words can change their forms

and can be combined into sentence in the language (Harmer, 2001). Grammar is the foundation of communication, which is why we study it to improve our communication (Alexander, 1990). In other terms, learning grammar is crucial to understanding oral language.

2.3.1.3 Vocabulary

A list or collection of terms or words and phrases that are often organized alphabetically and explained or described is called a vocabulary. Many students cannot speak fluently because they cannot memorize the vocabulary. In addition, they are confused about choosing the vocabulary that corresponds to the meaning of the word they are thinking of. Vocabulary is every word known or used by someone and in a particular language (Hornby, 2006). Meanwhile, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Richards & Renandya, 2002). Students who lack a rich lexicon and efficient strategies for picking up new words consequently typically fall short of their potential. A speaker's lexicon determines how well they can communicate their thoughts. People who don't have a large enough vocabulary struggle to express themselves both verbally and in writing.

2.3.1.4 Fluency

Speaking involves verbally repeating words. It denotes that speaker and listener engage in a process of idea exchange. As a result, it's crucial to speak with fluency so that you can use other speaking elements. Speaking accurately and fluently

is a quality that can be characterized as fluency. One of the goals of many language learners is to talk with fluency. According to Brown (2001), fluency is an ability to use a language naturally, confidently, also without any hesitation. However, fluency is the influencing element of students' speaking ability.

2.3.1.5 Comprehension

Comprehension is important when speaking. Comprehension is a statement when the speaker has spoken to the listener. Thus, when the speaker wants to discuss something or ask something, the listener can understand and speak or respond. Sometimes students cannot understand what the speaker is saying because they cannot grasp it. They are unable to talk or reply to the speaker if they cannot understand what they are hearing. As a knowledge element, comprehension is also taken into consideration.

2.3.2 Factors of Difficulty in Speaking English

Speaking is challenging because of grouping, restricted forms, performance variables, and colloquial language, according to Brown (2001). Nevertheless, the following will clarify these language challenges;

1. Clustering

    Phrasal speech, not word-by-word speech, is fluid. Along a clustering, students can arrange their output both cognitively and physically (in breath groups).

2. Reduced forms

In the teaching of spoken English, constrictions, elisions, shortened vowels, etc. all pose unique challenges. Without instruction in colloquial contractions, students may occasionally speak in a stilted, academic manner that is stigmatizing them.

3. Performance variables.

One advantage of spoken language is the ability to express a definite amount of performance hesitations, stops, backtracking, and corrections because you are thinking as you speak. It is possible to teach learners how to pause and think before speaking. For instance, we don't leave out "fillers" like uh, um, well, you know, I mean, like, etc. when we are "starting to think time" in English. The phenomenon of hesitation is one of the most obvious contrasts between native and nonnative speakers of a language.

4. Colloquial language

The terms, idioms, and expressions of colloquial English should be at least somewhat familiar to students, and they ought to practice using these forms.

Ur (1996) mentions four characteristics that make speaking challenging for students of second or foreign languages.

1. Inhibition

Speaking, as opposed to reading, writing, and listening, entails some level of real-time audience exposure. When speaking in a foreign language in class, students are frequently hampered by their fear of making mistakes,

their worry of being judged or looking foolish, or just their shyness around the attention that speaking draws.

2. Nothing To Say

   Though students are not restricted, we often hear them complain that they have nothing to say. and that their only motivation for speaking is the guilt they feel for not speaking.

3. Mother-Tongue Use

   Because it is more challenging and awkward to communicate with someone who speaks a different language, and because having to speak their mother tongue makes them feel less "exposed," learners who share the same mother tongue in a class may be more likely to use it. When students are speaking in small groups, it might be difficult to keep them speaking the target language, especially those who are less disciplined or motivated.

4. Low or Uneven Participation

   To be heard, only one member can speak at a time, which results in extremely little speaking time for each person in a huge group. The tendency of certain students to dominate while others talk very little or hardly at all exacerbates this issue.