

CHAPTER I

INTRODUCTION

This chapter presents: background of the study, problem of the study, objective of the study, the significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

Language is one of the most important things in communication. It is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many relationships with various aspects of life owned by human being. In Indonesia, English considered as the foreign language and taught formally from elementary school up to the university level.

The process of teaching and learning in classroom activities always involve the presentation. Presentation activity itself involves several skills, such as speaking and communication skills. It is unquestionable that the presentation and communication skills in general is one of the important factors that will bring us to success. Success in term of improve career, skills, leadership talents, and confidence.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for

speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. Speaking is the productive, oral skill.¹

Speaking consist of producing systematic verbal utterances to convey meaning. Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it. In the mid-1970s the notion of linguistic competence came to be viewed as a component of the broader idea of communicative competence “the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete point tests of grammatical knowledge”.²

Speaking is a skill and as such needs to be developed and practised independently of the grammar curriculum. We now know that speaking is much more complex and that it involves both a command of certain skills and several different types of knowledge.³ Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener,

¹Kathleen M. Bailey, “*Practical English Language Teaching: Speaking*”, (New York:Mc.Graw-Hill Education, 2005), 2

²Ibid

³Scott Thornbury, “*How to Teach Speaking*”, (Oxford:Longman Pearson Education Limited, 2005),1

the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

Presentation is communication that involves the active relation between presenter and audiences through media communication so that the audiences understand the messages that delivered by the presenter.⁴ Although the thought of speaking before an audience fills many with feelings of dread, a public speaking opportunity, if well-planned and practiced, can be a memorable and pleasurable event for both the speaker and the audience. The purpose of communication is to transmit a message about our experiences or perceptions and to express our point of view about those experiences and perceptions. A speaker attempts to aid the audience in understanding the meaning of the message through the use of verbal and nonverbal communication. Language and words are symbolic – they represent ideas and things – and are the verbal tools the speaker uses to convey the true message – the meaning of the words – to the audience. The speaker also uses nonverbal tools – attitude, actions, and appearance – to share the meaning with the audience. An inspired presentation leaves the audience imbued with a real understanding of the meaning of the speaker’s message, not merely superficial comprehension of the words used.

Students who are studying English for academic purpose are likely to need preparation in giving academic presentations or conference papers. In advance of practicing these skills in class, it may help to discuss the formal features of such genres as well as identifying specific language exponents associated with each

⁴Rini Darmastuti, “*Bahasa Indonesia komunikasi*”, (Yogyakarta:Penerbit Gava Media, 2006), 99

stage. One problem with student presentations is the question of how to maintain audience interest.⁵

Based on the explanation above, the researcher decides to conduct an analysis entitled **“The Analysis on the Students’ Speaking Skill in the Classroom Presentation of the Fourth Semester of STAIN Kediri”**.

B. Research Questions

Based on the background of the study above, there are two statements of the problems in this research. Those are:

1. How do the students perform their speaking skill in the classroom presentation?
2. What are the factors that influence the students’ speaking skill in the classroom presentation?
3. What techniques that are used by the students in their presentation?

C. Objective of Study

The researcher sets the objectives of the study as follows:

1. The researcher wants to know how the students’ perform speaking skill in the classroom presentation.
2. The researcher wants to know what factors that influence the students’ speaking skill in the classroom presentation.

⁵Scott Thornbury, *“How to Teach Speaking”*, (Oxford:Longman Pearson Education Limited, 2005), 94, 95

3. The researcher wants to describe what techniques that are used by the students in their presentation.

D. Significance of Study

The expected of the result of the study is able to give motivation to all students at STAIN Kediri, in particular English Departemen students. So each students can realize how far their speaking ability is and they also know that speaking and presentation are interconnected.

This study is expected to be useful for the lecturers in general or specific lecturer in every institution of education to always pay attention and see across their students when they practice their skills, such as speaking and presentation, so that they can produce qualified students.

E. Scope and Limitation

To make this problem clear, the researcher will give limitation to get relevant data as follows:

1. The subjects of this study are the fourth semester students of speaking class of STAIN Kediri.
2. This study will focus on the students' speaking skill in the classroom presentation in speaking class at STAIN Kediri.

F. Definition of Key Terms

The terms used in this study might give confusion, unless they are briefly and clearly described. To avoid some misunderstanding or misinterpretations and make the readers not feel confused, the writer provides some definition of key terms as follows:

Speaking Skill

Speaking skill is the art of communications and one of four productive skill, that must be mastered in learning foreign language. Good speaking skill is the act of generating words that can be understood by listeners. A good speaker is clear and informative.

Classroom Presentation

A form of assessment that teacher frequently use in the classroom. Oral articulation of ideas and presentation of materials ia an important area in which many students need practice.