

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the research, the scope of the research, the statement of the research, the objective of the research and significance of the research.

A. Background of the problem

Students must enhance four skills when studying any language, including English: reading, listening, writing, and speaking. Speaking ability as a productive skill is one of the skills that allows us to speak effectively in situations where language serves as a medium of engagement and communication. Other talents are necessary, but speaking appears to be the most frequently used. In current communication, speech is claimed to be utilized twice as frequently as reading and writing. As a result, research investigations have demonstrated that language output is vital in motivating pupils to communicate in their second language. Speaking is quickly becoming one of the most crucial abilities that people must acquire, as they speak every day and in every situation.

Learning to speak is very beneficial for us because the ability to speak is one way to transfer ideas, feelings and problems verbally. It can be said that speaking plays a big role in English learning and communication. By speaking effectively, the message will be heard and understood by others as well. In addition, the ability to speak can also help us meet many people around the world and learn about their culture. In Indonesia, good speaking skills are required to apply for a job or do some

presentations. In addition, they can prepare themselves for more challenges when presenting orally both in the world of lectures and in the business field, and participating in the International community if their speaking skills are good. For this reason, the writer assumes that speaking is very important for English learners. Therefore, good speaking skills are needed in our lives.

Unfortunately, many students find it difficult to speak English in EFL countries. From the author's experience, who has studied since the first semester until now, there are several problems that affect students' English speaking skills. The first problem is vocabulary mastery, most of the students lack vocabulary mastery so they feel hesitant to speak English. The second problem is motivation, most of the students do not practice speaking. The third problem is pronunciation, most of the students have difficulty in pronouncing words when they try to speak. The fourth problem is the teaching method. The method used in the learning process is not appropriate enough to improve students' speaking skills. Therefore, Brown (2001), explained that one of the main problems that learners must overcome in learning to speak is the anxiety caused by the difficulty of saying things that are not true and cannot be understood. To make students start speaking English and have good speaking skills, it needs more practice to do and use the right technique in teaching speaking that can motivate students to speak English as Brown (2001), suggested that teachers should provide the kind of fun technique that encourages students to speak. Nowadays, with various communicative approaches in language teaching, especially English, the

focus is on how to give students more activities to enable them to communicate fluently, and to develop their level of language proficiency.

One such activity is oral presentations conducted in language classes, which are considered as an effective way to motivate students to communicate in English, and strengthen their ability to perform academic communication skills and apply them to real life situations; and there by improve their communicative competence. Brooks and Wilson (2014), believe that oral presentation is one of the activities that allows students to find opportunities to communicate with other students in the class to increase students' motivation to learn English. Using oral presentations increases students' interest in learning English and allows students to interact and participate more in the classroom. Other researchers have shown that oral presentations can also help students to fill the gap between language study and language use. Among oral presentations, the focus of this study is students speaking competence in presentations task.

Presentation is one of the important aspects in the academic field, especially for students in the university environment. by understanding how to make material a short, concise and clear presentation, and also a way to liven up the atmosphere of the presentation in front of the audience. By learning step by step and also practicing with the presenters and expert supervisors, course participants are expected to have good presentation skills, especially in the academic field, with practical knowledge and experience complete and informative.

Through the stages that have been passed by students related to subjects related to speaking, it is hoped that for the next semester they already will have experience, knowledge and competence in making presentations. So it is necessary to do further research related to the ability of students to present tasks that are done orally.

Based on the explanation above, the author feels the need to carry out a research entitled: **"students' speaking in presentation task At Students English Education Study Program Of Khairun University Ternate"**

B. Scope of the research

Based on identification of the problem above, focused of the speaking rubric, the researcher focuses more on pronunciation, Grammar, vocabulary, fluency and Understanding.

C. Statement Of The Problem

How is students' speaking competence in presentation task?

D. Objectives of the research

Based on the background and statement above the purpose of this study to know how students speaking competence in presentation task at students of English Departmen at Khairun University academic year 2022/2023.

E. Research Benefits

This research is expected to provide benefits, including:

1. Theoretical Benefits

In theory the results of this study are expected to be used as a development of science more specifically learning in teaching speaking to improve student learning abilities.

2. Practical Benefits

a. To Teacher

As a suggestion to choose the teaching strategies especially in teaching speaking that is match and effective so that it can achieve students spirit in English studies.

b. To Students

By getting to know the teaching strategies will give students more to increase their learning spirit in studies English especially increase their speaking skills.

c. To Author

As the application of knowledge that the author obtained and added experience and insight both in the field of education research and scientific speaking.

d. To Reader

To add knowledge and as the reference material about teaching to improve students ability in speaking.