

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, Scope of the Research, Statements of the Problem, objective of the research and significance of the research.

A. Background of the Research

Speaking skills make it easier for someone to interact with other people in a social community. However, this is very difficult for a beginner, especially in English. There are many reasons why students experience difficulties when speaking. Four of which are commonly experienced are: First, the lack of ideas to be expressed. Second, the lack of vocabulary to describe the speaker's ideas. Third, they don't have the courage to appear and fourth, they are afraid of making mistakes in speaking.

As it is known that speaking is a skill that must be mastered by everyone. Besides Listening, Reading and Writing. Speaking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings orally Brown and Yule in Puji Sentosa, et al (2006). There is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). So In 1994, Brown stated that there is an interactive process of constructing meaning that involves the production and reception and processing of information. In this process, there are two important components. The first is Production which refers to the process by which a person creates meaning through the use of language or other symbols. This production can be

speaking, writing, drawing, or other forms of expression. Second Acceptance Refers to the process in which a person receives or interprets the meaning communicated by others through language or other symbols. This acceptance can take the form of listening, reading, understanding, or observing. In this interaction between production and reception, information is processed and meaning is constructed simultaneously. This interactive process can occur in various contexts, such as in daily conversations, learning, or other communication processes.

Speaking skills are the most important skills for all students who want to learn English to advance their careers, build a level of confidence, be able to speak in public, participate in debates and group discussions, and be able to make good presentations. In today's modern world, everything is related to speaking skills. As we know, speaking skills are the ability to pronounce sounds or words, convey thoughts, ideas and feelings. (Tarigan, 1983).

Speaking skills are also called mechanistic skills. The more you practice it, the more you will be mastered and skilled in speaking, because there will be no fluency in speaking without going through a continuous process of practice. Speaking skills are skills that involve the ability to pronounce the distinctive sounds of a language clearly, using stress, rhythm patterns, and intonation patterns of the language in a good way, using the right tenses, putting words together correctly (Nunan (1987).

Presentation speaking skills are the ability to convey information, ideas or messages effectively to an audience in a clear, structured and convincing way. Good presentations can increase understanding, inspire, and influence others. One

way language learners can improve their speaking skills is guided oral activities Luoma (2004). Students can also improve their speaking skills with presentations that refer to discussions on topics chosen by students freely. Oral presentations are activities that can improve students' speaking skills Celce-Murcia (2001).

Therefore speaking skills must be owned by everyone including students. Communicating verbally with friends, attending lectures, discussions, seminars, presentations and debates requires someone to be proficient in speaking. The ability of students to communicate their ideas, opinions and knowledge effectively. When students do not have speaking skills, they will experience difficulties and are afraid to express their opinions to others.

Reasons why the researcher decided to conduct this research. Namely, researcher want to analyze what often happens in speaking skills that students usually face when making class presentation.

B. Scope of the Research

Based on the background described above, this research focused on analyzing students' speaking skills in class presentations.

C. Statements of the Problem

How are students' speaking skills in class presentations.

D. Objective of the Research

The purpose of this research was to analyze students' speaking skills in class presentations.

E. Significance of the Research

1. Theoretical significance

This research was conducted to analyze students' speaking skills in class presentations.

2. Practical significance

a. For teachers

The results of this research are expected to contribute to teachers or lecturers by prioritizing a student's speaking skills so that they have the courage to speak first rather than understanding something being conveyed.

b. For students

This research is expected to provide benefits for students about the importance of speaking skills.

c. For future researchers.

The results of this research can be used as a reference and information for further research related to this field.