

## CHAPTER I INTRODUCTION

### A. The Background of Study

Since speaking is a productive skill, it involves the ability of communicative competence, pronunciation, intonation, grammar, vocabulary and fluency. Many students find it difficult to speak using English. They are confused about its grammatical pattern, pronunciation and are still not quite fluent in delivering their speech. Richards and Renandya (2002:204), states that “speaking a language is especially difficult for students as foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus teachers have a responsibility to prepare the students as much as possible to be able to speak English in the real life situations. To achieve the goal, the English material and task should meet the students’ needs and also reflect real world language or situation.

Although English is taught since Junior to Senior High School, in reality, many Senior High School graduates are not able to perform English skills, especially speaking. The problems happened in SMAS Islam Azizi Medan. The students have low competency in oral skills, especially speaking. Some students are not good at speaking English even in simple conversations. Their speaking

scores when they were doing the speaking task are also below the average value of 70.

Students have low competency of speaking because they use tasks that are not relevant with their needs in learning speaking. Teacher just takes the tasks from a textbook. Unfortunately, in these tasks, there is no information gap, negotiation meaning, and other activities that can make students get to interact with other students. The speaking task used just develop knowledge such as learning about a lot of grammar, without giving students a chance or time to communicate with other students. Moreover, speaking tasks usually begin with the activity of completing dialogues, and then students read it in front of the class. In addition, there is no communicative topic in the tasks used in the teaching and learning process of speaking. The picture below shows the speaking task used by the students.

**Task 2**  
*Study the following dialogue and answer the questions. Later, act it out with your partner.*

Yahya : Can you feel the air? It's so dirty I think.  
 Rita : I feel it too. ~~Just~~ look what in front of us. There are ~~many~~ vehicles in this town that produce smoke. ~~Oh, that is bad indeed.~~

Yahya : I feel so dissatisfied with our environment and of course to the people who don't realize the effect of vehicle's smoke.  
 Rita : Yeach me too. Maybe the government should make regulation which forbid the cars who produce bad gas emmision.

Yahya : Yeach, I think so. But vehicles are not the only cause of pollution in this town. There are so many things like forest fire, fumes from fabrics and others.  
 Rita : I agree with you. What are the other pollution we have ~~beside~~ air pollution?  
 Yahya : There are water pollution, land pollution, and voice pollution.  
 Rita : Wow! There are so many pollutions.  
 Yahya : Indeed, it is. Better take care of yourself so that your health cannot become a victim of them. Do you use air conditioner at your house?  
 Rita : Well, yes. But we choose the economize one.  
 Yahya : That's good.

1. What are being talked by Yahya and Rita?  
 Answer: .....
2. What is wrong with the vehicles according to Rita?  
 Answer: .....
3. What does Yahya say to express his dissatisfaction?  
 Answer: .....
4. What is Rita's suggestion related to the using of cars?  
 Answer: .....
5. What are other causes of pollution?  
 Answer: .....
6. Mention kinds of pollution beside air pollution?  
 Answer: .....

Figure 1.1 Student's Speaking Task

Based on all of the issues in the SMAS Islam Azizi Medan above, the students need appropriate speaking tasks that can facilitate them to communicate. Therefore, the researcher is triggered to develop the communicative speaking tasks for the eleventh grade students.

#### **B. The Problems of Study**

Based on the background of study above, the problem of the study is “How are speaking tasks based on Communicative Approach for the eleventh grade students of SMAS Islam Azizi developed?”.

#### **C. The Objective of Study**

Based on the problem of study and the formulation of the problem, the objective of the study is “To develop communicative speaking tasks for the eleventh grade students at SMAS Islam Azizi Medan”.

#### **D. The Scope of Study**

Due to the limitation on the part of the writer, this study focuses only on developing of speaking task, in this case, communicative tasks, especially for the eleventh grade students of SMAS Islam Azizi Medan.

### **E. The Significances of Study**

The result of the study is expected to give contribution both theoretically and practically as follows:

1. Theoretically, this research can enrich the literature or knowledge to other researchers on the importance of developing communicative speaking tasks.
2. Practically, the findings of the study will give some contribution to the teaching English as a foreign language. The product of this study can be applied in teaching and learning process in order to develop the students' speaking skill through communicative tasks.



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