

## I. INTRODUCTION

This chapter describes the background of problem. It includes the reason to conduct the research, formulation of the problem, objective of the research, use of the research, scope of the research, and definition of the term.

### 1.1 Background of the Problem

English as an international language has grown broadly in the world. It is in line with Hutchinson and Walters (1986: 6) who say that English is used in scientific, technical, and economic field. It is a universally accepted language with widely important role. It means that English is used as a mean of communication by most of countries in the world. It is used both in spoken and written in their relationship with other countries in Indonesia, English becomes the first foreign language. Indonesian's students should learn English from elementary level to university level. At school, English is a compulsory subject that should be taught to students. In learning English there are four skills that must be mastered, they are listening, speaking, reading and writing. Every school expects its students to be able to communicate in English in both spoken and written.

Learning a language is learning how to speak in the target language. The objective of learning a language is to be able to speak in the target language. So, speaking is one of the most important skills to be taught. Uttering the language is not an easy

thing to do because English is not formally spoken in Indonesian society. Students need some efforts to speak in English. This is why most of students rarely use English in their conversation.

Speaking as the productive skill is the way how students carry out the ideas in their mind to the other students. In learning English, especially in speaking class the students are taught to ask and answer the question. They also learn how to express their feeling and their idea. They should learn how to deliver their feeling and idea in appropriate sentences. So, the information is well understood by the listener.

Speaking is uttering or expressing the message to other people. Speaking is also as a form of communication between an individual to other individual or a group of people. It is in line with Doff (1978: 163) who states that very often people talk in order to tell people things they do not know, or to find things out from other people. In short speaking can be said as a means that makes people keep survives in their environment, because through speaking they can ask other people what information they need and try to fulfill what other people ask them. Besides that, speaking is a tool of language and the main purpose of speaking is to deliver the message. In daily life, people need to communicate in order to interact with other people.

Barlett (1932) states that schemata are a hypothetical mental structure for representing generic concepts store in memory. It is a sort of framework or plan or script. Schemata are created through experience with people, objects and events in

the world. From the statement above every people have their own schema that will be used to deliver the message to other people.

Briggs (1970) states that skill schema includes skill in reading, writing, listening and talking. In listening ability, background knowledge assists listening comprehension because listeners have various resource of information which makes listening comprehension easier. Then, in speaking ability, the students' can speak if they have kind of schemata. They can deliver what should they deliver and use appropriate diction so that the goal of communication can run effectively. And then reading comprehension is affected by the topic familiarity. The more the content familiar, the easier the reading comprehension. Background knowledge toward the topic given assists students to write what are the content of the writing and how they can write in appropriate text genre. Schemata are often used in reading ability. Based on the theory and explanations above schemata is also used in speaking ability, people may not speak without having idea or content, because speaking relate toward the existing thing. The researcher is curious to know whether there is also correlation between schemata and speaking ability. This study primarily examines schemata and speaking, because during the past years schemata is only studied for reading.

There are many considerations in mastering speaking skill, one of them is students' schemata. Students have some problems in delivering their idea in speaking class for example they are not fluent in speaking, they often stop in the middle of conversation and repeat the same word. It is caused by their language proficiency and background knowledge that they have to deliver the topic being

discussed. In order to have good ability in speaking English, the students should have the schemata to convey what they talk. In short, schemata have a role in organizing pattern of thought, so that students have enough preparation in their mind to be spoken.

Based on the explanation above, the researcher is interested to analyze the correlation between the students' schemata and their speaking ability. Therefore, the researcher focuses on the schemata with an indication that the schemata have contribution to the development of the speaking ability. Thus, the researcher wants to know the significance of correlation between the students' schemata and their speaking ability.

## **1.2 Formulation of the Problems**

In line with the background above, the research problems are formulated as follows:

1. Are there any positive significant correlations between: students' schemata and their speaking ability at the second grade of SMA N 1 Kotagajah?
2. Are there any significant correlation between content schemata, formal schemata, linguistic schemata and students' speaking ability at the second grade of SMA N 1 Kotagajah?
3. Which schema is closely correlated to students' speaking ability at the second grade of SMA N 1 Kotagajah?

### **1.3 Objectives of the Research**

In line with the research problems, the objectives of this research are:

1. To find out whether there are any positive significant correlation between students' schemata and their speaking ability at the second grade of SMA Negeri 1 Kotagajah.
2. To find out whether there are any significant correlation between students' content schemata, formal schemata, linguistic schemata and their speaking ability at the second grade of SMA N 1 Kotagajah.
3. To find out which schemata is closely correlate to students speaking ability at the second grade of SMA N 1 Kotagajah.

### **1.4 Uses of the Research**

The result of this research can have the following uses:

- 1.4.1 Theoretically, the result of this research could give contribution and verify the previous theory. This research also contributes some information about the understanding of language process. Furthermore, this research can be used as the logical consideration for the next researcher who is going to concentrate on speaking ability.
- 1.4.2 Practically, the result of this research could be used as the information to both English teacher and students about the importance of schemata to speaking ability.

### **1.5 Scope of the Research**

This is quantitative co-relational study which is focused on the relation of students' schemata and their speaking ability. The research was conducted at SMA N 1 Kotagajah. The researcher had chosen the second grade because they have learnt English in novice level. The schemata tests were in the form of multiple choice tests covering the content schemata, linguistic schemata and formal schemata. Then the speaking test focused on accuracy, fluency, and comprehension. The topic which was chosen was Indonesian's Independence Day. This topic was interesting because it covered the history of Indonesian's freedom. The consideration in choosing this topic also deals with students' schemata or knowledge about independent day. The multiple choice test was continued by speaking test done in conversation form between student and student in pair. During the conversation, the researcher did the recording.

### **1.6 Definition of Key Term**

- a) Students' schemata are the term of the whole concept and perception in students' mind about knowledge.
- b) There are three types of schemata as propose by Carrell (in Journal of English Language Teaching, 2012: 2-3):
  - 1) Linguistic schemata refer to students' existing language proficiency in vocabulary and grammar.

- 2) Content schemata refer to the background knowledge of the content area of a topic. It includes the topic familiarity, cultural knowledge and previous experience with a field.
  - 3) Formal schemata refer to knowledge the organizational forms and rhetorical structure of written texts.
- c) Speaking ability is the capability of uttering and producing sound that has a meaning in English.