**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Research**

Nowadays English becomes an international language in modern and global communication. In this competitive world where English is used in many fields such as science, technology, business and education, the ability to speak in this language in order to survive in global society is really needed. Many jobs and professions look for qualified job applicants who are capable in English, both in the written and spoken form. Therefore, it is no wonder that English is taught to more and more people all over the world in early.

Speaking is the most important skill to be developed, because speaking is useful to find out information needed besides communication. Speaking is also the most difficult subject in the classroom. Being able to communicative affective in English means being proficiency in the various language skills involve in the communication process, but it means more than being able to perform in each of the four skills separately and also means being able to use the skills effectively in the various combinations depending on the nature of interaction. Where it consists of rules. Such as pronounciation, fluency, choice of word, and effectiveness of communication.

In accordance with the precious statement, it is better we have a look at the point of view which refer to the meaning of speaking which was given by Brown (2001 :267), that ‘Speaking is a complex skill, required the simultaneous of number of different abilities which of ten develop different rates either four or five components, are generally recognized in analysis of speech process, there are including as the member system, pronounciation, grammar, vocabulary, fluency and comprehension”.

Speech does occupy positions and roles that are very important in the context of human life. Therefore, speech skills need to be given to students as an effort to grow interest in reading and improve vocabulary mastery and speech skills in students. Another phenomenon that appears based on preliminary observations of the system speaking learning applied by teachers in schools to be studied tends to be monotonous (dominated by the use of the lecture method), learning with a classical system that leads to one-way communication (teacher and students), and more oriented to memorizing learning material problems that arise in the learning process of speaking formally, for example, expressing opinions to speech forums, speaking skills that demand the ability to be able to give birth and expressing and expressing others about things that are felt, desired, and can be thought through in oral language. inheritance is inherited and does not come naturally.

To overcome students' problems in speaking the right method is needed that method is the speech practice is the delivery of ideas or ideas sourced from experience, observation, imagination, opinions, and beliefs by using written media as a tool. Speaking speeches is not easy. Suddenly students have extensive knowledge, ideas, and ideas but it is very difficult to express them in forms of words that must be pronounced. students are sometimes unable to words to be pronounced. students are sometimes less aware of the relationship between one sentence with another sentence.

Finally often found several discordant sentences. Discordant sentences in speech speech will be easier to understand if the sentences the sentence is neatly arranged clearly cohesion and coherence between sentences, however in reality many students do not have good speech practice. students have difficulty in choosing the right vocabulary so that it greatly impedes the development in candidate skills. in speech skills, mastery of vocabulary holds per It is important because with good vocabulary, speech will run well. Besides the vocabulary mastery factors that affect speech skills are interest in reading. With high reading interest, students will gain many concepts, knowledge and information so students will be skilled, meaning that involves producting, receiving and processing information of Study speech practices will increase student speech and can improve language and can to increase into students in the Speaking ability.

1. **Formulation of the Problems**
2. Does the speech practice method significantly increase the students' speaking ability?
3. What is the difficulty of students in speaking ability?
4. **Objectives of the Research**
5. To find out whether the speech practice can increase students' speaking ability.
6. To find out the difficulties of students in speaking skill.
7. **Significances of the Research**

This research is useful for English teachers in providing better solutions in applying better methods in the speech skills method. This research will help students to improve student speaking skills through the application of the speech skills method. This finding will also add vocabulary to students.