

## ABSTRACT

**Kinanti Adelani, NPM: 1202050027 “Students Ability in Expressing Intention Based on the Context ” Skripsi. English Education Program of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara, Medan 2016.**

This study deals with “**Students Ability in Expressing Intention Based on The Context**”. The objective of this study is To find out the students’ ability and students difficulties in expressing intention based on the context. This research was conducted at SMA Dhramawangsa Medan, academic year 2016/2017. The population of this research was the students of first grade. There were two classes of first years in this school with total number 60 students and all the population were taken as the sample. It was called a total sampling technique. The following table were sample scores of oral test in describing in front of the class. The following result was obtained which highest score was 90 and the lowest score was 60. The instruments for collecting data in this research used speaking or oral test. In collecting data, asking the students for make a conversation, Recording the students’ speaking in order to know how well their speaking ability about expressing intention, the students practice the conversation with their friend. In data analysis used stepscoring the students’ speaking by using speaking weighting table with used proficiency description as follow fluency, vocabulary, accuracy, pronunciation. The difficulties were faced by the students that they had lack of vocabulary and pronunciation so that they felt difficult to express intention in speaking. From this research, It was expected that the teacher give some motivation, explanation and examples that could be understood by the students so they could receive the lesson daily. The result give the achievement for the students who were categorized able to motivate the students who were categorized unable to learn more diligent .

Keyword : Speaking, Students Ability in Expressing Intention Based on the Context

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The aim of writing this study is to fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

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The Researcher

**Kinanti Adelani**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is important for students. The purpose of learning English is thought in Indonesia school to enable students to use English, especially in making communication. So English is important to learn because English is the supporting for us to get grave knowledge and technology.

In learning English, it is aim to improve the students ability in four skills. There are listening, speaking, reading and writing. Learning English is not only how to use language in communication, but also it is important to learn about the language it self. We use it to understand throught listening and reading and to communication our feeling,need, and desires throught speaking and writting.by having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need frome these around in speaking is one of four basic skill. It is very important in teaching and learning English. Speaking involves some language component (spelling, grammar ,vocabulary,and function) among the four, speaking is an interaction process between speaker and listener.

Based on researcher's experience, many students were not able to speak well so the purpose of teaching English cannot be reached, the teacher should be able to create a better, interesting, and helpful teaching learning process. There are many problems that are faced by the students in their study, especially in

expressing intention. First, the student often lack of vocabulary, so they feel difficult in constructing intention sentence to others in a certain situation and the students often do not understand about expressing and respond expressing intention. The second problem occurs because of bravery of the students to practice in the front of the class. The students often less confident because they are affraid of making mistakes of pronunciation in practicing speaking English especially in expressing intention.

The expressing in intention is one lind of expression that usually occurs in daily conversation. It is the reasons of the researcher took it. In the learning expression of speaking the teacher should concern to the students' ability in speaking. Based on the reason state, the researcher focused on the students ability in expressing intention based on the context.

## **B. Identification of Problem**

Based on the backgrond of study , the problem of researcher as follow :

1. The students lack of vocabulary.
2. The students less confident to practice english in front of the class.
3. Many students still do not understand about expressing intention.

## **C. The Scope and Limitation**

The scope of the study is focused in speaking and the limitation is on the students ability in expressing intention based on the context.

#### **D. The Formulation of the Problem**

The problem of this study were formulated as follow :

1. Are the students able to express intention based on the context.
2. What are the students 'difficulties in expressing intention based on the context.

#### **E. The Objectives of the Study**

The objectives of this research are follow :

1. To find out the students' ability in expressing intention based on the context.
2. To find out students' difficulties in expressing intention based on the context.

#### **F. The Significant of the Study**

The significant of this researcher are follow :

1. Theoritically

The findings of the study expected to be useful to the speaking study can be an addition of various references for the future study.

2. Practically

The findings of this study are expected to be relevant and useful for:

1. English teacher as the basic for explaining materials in English.
2. Students who want to study English, and.

3. Other researcher who want to analyze the some topic from different views or perspective.

## **CHAPTER II**

### **THE RIVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theoris are needed to explain some concepts or terms to apply in the research concerned. Some terms are used in this study and they need to be theoretically explain in the following part, theoretical on the terms will be presented.

#### **1. The Description of Ability**

##### **1.1 Definition of Ability**

The term ability defined as 1) potential capacity or power to do something physical mental 2) special natural power to do something well (Hornby 1995 : 2). The ability must be expressed in their real potetial by doing something concrete and measurable.

Tarigan (2005 : 1) stated that “ability means as the original knowledge, owned by the individual person unconsciously, silently intriricaly, intuitively, and newest”. Meriam Webster said that “ability ia also the quality or state or being able expecially in physical, mental or legal power to perfom, wether physical, moral, intellectual, conventional, or legal, capacity, skill or competence in doing,sufficiency of strength”.

Ability is also called as learning achievement and refers to the students’ ability, the ability is the result of learning process which involves with the students

which reflected from knowledge of the student have. The ability in which achieved by the student are realized in a form score. It will be acknowledge the certain position of student in the class because the score they have reflect their in ability learning.

Ability is one's capacity of doing something and that making a certain physical or mental response. The term "Ability in this study is the power of the students to understand the material given by the teacher in the classroom". The ability of the student in learning can be seen from the result of learning itself after tyhe students learn about the materials, of course there is a change in behavior and acknowledge.

According to Richard (1992:197) "Ability is defined as a learn proficiency in a second language and foreign language as the result what has been taught or learned after a purled of instruction".

Ability can be defined that a person has an ability to do something, it means that someone can do that right now, Knowledge is very important, not only on the students but also to everyone, with knowledge the people can increase their experience and everyone must have the ability to learn and get the knowledge. It also conclude that the outcome of learning or students' ability depends on some factors, such as the students' ability itself in learning process to understand material clearly and then the internal and external factors influence the students in leaning and master of materials.

The term of ability is the power of the students to understand the material given by the teacher in classroom. They can be seen the result of learning itself

after students learn about material of course, there is a change in behavior and knowledge. The students' ability is related to the students' effect of getting something into their cognitive system. The ability in this result of learning process which involves teacher with students which is inflected from the knowledge the students' have ability which is achieved by students then realized in the class because the scores, they have inflected their ability in learning process.

Ability is a science the human able to mastery and influence behavior of other human. When someone has ability, she or he will develop society. The ability to get some information form mass media or book is important to develop society. It means that ability is very important, especially for the students who want to increase their knowledge. From the description above, the researcher makes a definition by her own word understanding that ability is a skill or power to do something whether physical or mental which content cleverness, intellegence, it must be expressed in real potential by doing something concrete and measurable. And ability is really important things that must be have to get a good knowledge especially in mastering English and science.

The students' ability is related to the students. The ability is the result of process which involves teachers with students which is reflected from the knowledge the students' have. Ability which is achieved by the students then it is realized in the form the score, so that it will be acknowledge by the certain position of the students in the classroom. Because the score they reflected their ability in learning process.

## 1.2 Types of Ability

Hasan (1995: 64) said that in human basic potential there are three factor that can make the student ability increasing more. They are:

a. The original ability (natural ability)

The original ability is a set of basic ability and it is called fitrah ability (basic ability that can be develop automatically). The basic ability will develop by integral that can move all of this aspect. So, all of the aspect can influence each other to get special aims mechanically. Some factors that can improve original ability are talent, instinct, hereditary, intuition, and human characters. It means that human being have the original ability that they have got since they still babies, in which the ability to have a talent will show when we interest to something and soon.

b. Thingking ability

Hasan (1995 : 64) said that in the structure of human body there is what is called brain extension which is used to think of something. Thingking as a sign of soul that can make correlation between incidents that has done.

There are three processes in thingking ability to form inner ability, namely: form sense, form thingking, and form of decision. This ability needs a long process from experience. The experience coul be in the form of learning form our surrounding or from our learning process or informal situation.



c. Ability derived from willingness

Hasan (1995 : 64) said that willingness as a sign of soul. Willingness is an effort to someone to raise something. Ability derived from willingness can be seen from signs as follows: drives, wishing, interest, inclinations and willingness. This ability comes from the inside of humans' brain. People may have some interest that may develop in a long process.

## **2. The Concept of Speaking**

### **2.1 Definition of Speaking**

Speaking is an interaction process between a speaker and listener. According to Flucher (2003 : 23) states that "speaking is a process communication between the speaker and listener". People put the ideas into world, talking about perception or feelings that they are want to be understood. In speaking there is a process of communication which surveys the message and a listener has to decode or interpret the message, which contain information.

Speaking is the most complex of linguistic skills, since it involves thinking of what is to be said while saying what has been thought. In order to be able to do this structures, it seems, must be chosen in the decreasing order of size. Word must be put in at a rapid rate and with a spacing of about five to ten words ahead of the utterance. In addition, pattern and word must be chosen to fit the right situation or attitude intended, all this supposes a certain reservoir of structure and vocabulary. And it requires a great deal of practice.

Since it includes (1) pronunciation, in which the entire system comes into play, and (2) expression, in which the grammatical, lexical and semantic system are used simultaneously and in a regular rhythm.

Speaking according to Chaney as quote by Kayii the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. speaking is curical part of second language in learning and teaching. The goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

If you have learned a language other than your own, which of the four skills like listening speaking, reading or writing. Many people that speaking in a new language is harder than reading, writing, or listening. Speaking is curical part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and english language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However today's world require that the goal of teaching speaking should improve students' communicative skills, because, only in that way, rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

According to Hornby (1995 : 826) says that speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a

language expressing one-self in word, and making speech “therefore the writer infers that speaking uses the word and produces the second to express ourselves either ideas, feeling, thought and needs orally in ordinary voice. Furthermore success in communication is often dependent as much on the listener as the speaker.

In speaking, there is a process between a speaker and listener. It is happened interaction between them, they use the language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to listener. A speaker has to encode the message which contain information. In this interaction, the students must be able to comprehend what they are talking about each other. So, the speaking can be conducted well in solving the students skill, it is necessary to use accent able from of correct language. the form involves grammar , vocabulary and pronunciation.

Based on the explanation, the writer makes a conclusion that speaking ability means the ability to use the target language appropriately in social interaction. An interaction here involves elements of speech as pronunciation, vocabulary, structure, and fluency for Senior High School Level. It puts stress how the students can use their English knowledge in their daily conversation in order to be a good speaker with good self confidence.

On the other hand, it can be said that speaking ability is the ability or the communicative competence to express or to converse a sequence of ideas to the listener fluently.

## 2.2 Element of Speaking

In speaking, it is very important for students to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learner of language. Following are the elements of speaking ability.

### 1. Language feature

Harmer (2003; 265) said that there are elements necessary for spoken production are following:

#### a. Connected speech

Effective speakers of English need to be able to produce the individual phonemes of English but also to use fluent connected speech which sounds are modified, omitted, added and weakened.

#### b. Expressive devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

#### c. Lexis and grammar

Students are involved in specific speaking contexts such as job interviews, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation language

The use negotiation language to show the structure of their thoughts, or to reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

2. Mental /social processing

- a. Language processing : effective speakers need to be able to process language in their own hand.
- b. Interaction with others : most speaking involves interaction with one or more interaction.
- c. Information processing : quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.

Still according to Harmer (1998 :87) said that in teaching speaking, the teacher is not going to look at controlled language practice where the students say a lot of sentences using particular piece of grammar or particular function, but the teacher look at the students' active. In other word, the students are using any and all the language at their command to perform some kind of oral task.

### **2.3 The Types of Speaking**

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech) is referred to as productive. Thus, speaking is the productive oral skill.

There are many some categories of speaking skill area. Those are some categories as the following:

a. Imitative

This category includes the ability to practice and intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

At one end of a continuum of types speaking performance is the ability to imitate a word or a phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain a stretch of language that must be imitated.

b. Intensive

A second one type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but

interaction with an interlocutor or test administrator is the minimal at best. Example of intensive assesment task include derected response task, reading aloud, science and dialogue completion; limited pictured-cued task a including simple sequences; and tradition up to the simple sentence level.

This is the students' speaking performance that is practicing some phonological and grammatical aspectsof language. it is usually places students doing the task in pairs (group work) for example reading aloud that include reading paragraph, reading dialoguewith partner in turn, reading information from chart,etc.

#### c. Responsive

Responsive performance include interaction and test comprehension but at the somewhat limited level of very short conversation, standart greeting and small talk, simple request and comments. This is the kind of short replies to teacher or student-initiated questions or comment, giving instructions and directions. Those replies are usually sufficient and meaningfull.

#### d. Interactive

The difference between responsive and interractive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two froms of trasactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. In the interpersonal exchanges specific, oral production can become

pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and stories telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as causality delivered speech (for example, my vacation in the mountains, a recipe for understanding pasta primavera, recounting the plot of novel or movie).

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

## **2.4 Component of Speaking**

The writer concludes there are some of components of speaking. Those components were used to make students comprehend in speaking in the classroom. In achievement of comprehend, the teacher should make students' assessment in small talk.

According to Syakur (2010 : 2) says that there are five components of speaking skill. They are follow:



#### a. Pronunciation

Pronunciation is the way for students to produce clearly language when they speak. It deals with the phonological process that refers to the component of a grammar made up of elements and principle that determine how sounds vary and pattern in language. there are two features of pronunciation : phonemes and supra segmental features.

Pronunciation still obviously by first language thought clearly intelligible. In this case, the students who were able pronounce correctly will be mark has “foreign accent”. Not two people pronounce exactly alike. The difference is from a variety of causes such as a locality, early influence and social surrounding. However standart pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation.

#### b. Grammar

Murphy (2003:2) elaborates that in grammar the teacher use how a language is a spoken and written correctly and effectively. So, it can be said that grammar is primary concerned with formulation and classification of word and sentence and their practice significance daily life.

Grammar is the description of the structure of a language and the way in which linguistic units such as word and phrases and combined to produce sentence in the language. Most of foreign learners were afraid to speak up whenever they do not know about the grammar.

It is needed for students to arrange a correct sentence in conversation. The students’ ability manipulate structure and to distinguish appropriate grammatical

form in appropriate ones. The utility of grammars also learn the correct way to gain expertise in a language in oral and written form.

#### c. Vocabulary

Flower (1989:9) states that learning vocabulary is very important part of learning English. A spoken word is a sound sequence of sound, which communicates an idea or mind of another person. In order to communicate those 'idea' precisely.

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed. In other words, vocabulary means the appropriate diction which is used in communication.

#### d. Fluency

A fluency speaker can keep going both when interacting with another speaker and when monologuing. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language item needed to express the message. So, it is a speaker's skill in the speed of speaking and he does not spend a lot of time conveying his idea.

#### e. Comprehension

Comprehension is the mind's act of power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension is the building of meaning from sounds. It means what the listener hears and understands from the speaker is to show his comprehension. In another way, the listener takes in the sounds uttered by a speaker intended to convey, so comprehension is the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go.

### **2.5 The Purpose of Speaking**

Someone has several skills in order to make the listener understand what the speaker says. In this case, the speaker should know the purposes of speaking like to express something. It is to speak to express and share feelings, ideas, and opinion. Then, purpose of speaking like to meet interpersonal purposes, it means that, speakers will try to concern with socialization when he/she speaks in any conversation. The last purpose like to meet transactional purpose. It means a speaker pays more attention to the efficient transfer of information in conversation because the language used in such a situation is a primary message oriented.

Actually, there are many purposes of speaking, as follows;

#### a. To express something

Season (2010:1) says that to speak to express and share feelings, ideas, and opinions. To speak to describe (for example; a person or place) and to narrate (for

example; and incident from own experience). Speak to explain, report and inform (e.g give multi step directions and instructions in accurate sequence; give reports and presentations). It means that, a speaker is conveying the meaning of his idea, opinion, or feeling.

b. To tenses interpersonal purpose

Nunan (19993:1) says that what a speaker in any conversation, he or she will try to concern with socialization. One wants to meet some interpersonal purposes throught the conversation. He or she wants to establish and maintain social relationship with others. Hence it is obviously the case that a great deal of everyday human interaction is characterized by interpersonal communication. this is in line with the fact that speaking is the most importance form of communication. It makes a social-interaction between speaker and interlocutor.

c. To meet transactional purpose

If speaker pay more attention in the afficient transfer information in conversation, it indicates that they want to meet traansactional purpose . nunan (1993; 1) states that language used in such a situation are a primary message oriented. The importance thing is the reception of correct information details in the conversation. It means that, a language is used by the speaker to transfer of information to interlocuter.

## **2.6 The Nature of Speaking**

There are many different ways that people can do to communicate what they think, feel, and need, some people prefer telling what they want using gesture, Note, or even eye contact; meanwhile, some others prefer conveying their

intension by saying words or speaking, speaking is not merely saying words but the active use of language to deliver meanings in order that listener can make sense of them (Cameron, 2001:115). In addition, speaking is an interactive process of processing and utilizing both verbal and nonverbal components and individual alternately takes the role of speaker and listener information (Burns and Joyce, 1997 :54-55, Brown 1994:416 and Harmer 2007: 40).

On the other hand to convey the message by speaking fluently in English is not extremely easy especially for people whose English is not their mother tongue. There are some aspects that have to be considered such as language use, pronunciation, tenses and choice of words or even mechanical skills. As supported by Harmer (2007;40) who stated that to be able to speak easily, well, and quickly, students have to be able pronounce phonemes correctly, use stress and intonation pattern appropriately, and speak in connected speech. To be fluent speakers, speak fluently and accurately, they need great mental or physical effort. This is because so be able to speak fluently, we need to monitor what we say and correct any mistakes, as well as for what we going to say next, In addition, Pinter (2006; 14) said that there are also many things have to be learned fluent speakers such as what is appropriate to say in certain situations, how to manage conversation and how to interrupt and after their own contribution. For this reason speaking requires not only the knowledge how to produce forms of a language such as grammar, pronunciation, and vocabulary, but also the comprehension about when, why and what ways to produce language (Brown,

1994; Burns and Joyce, 1997: 54.55) to be able to speak fluently in foreign language requires a lot of practice. It is what presents says practices make perfect”.

### **3. Speaking Ability**

Ability is a generic word represents the term capacity, capability, intelligence, competence, mind power and others, it also relates to skill, knowledge to do something, proficiency, attitude, faculty. Expertise, talent, faculty, qualification, and strength. In learning English, the main goal is to speak well so that can use it in communication. The success of learning English can be seen and measured from their performance in speaking and how well they present English in communication.

The speaking ability is commonly determined by the master pronunciation, grammar, vocabulary, fluency, and comprehension related with production of word production. The grammar refers to the grammatical mistakes by the speaker. Speaking ability means the capacity express ideas, emotions, and feelings through word and the utterance to whomever speaker information. Whatever purpose they are expressed it means speaking ability to build sentence communication orally. Horaby (1984:86) said that ability is potential capacity or power to do something physical mental and natural power to do something well. From the statement above it can be concluded that speaking ability is power or capacity to use verbal language to communication with other. This capacity includes expressing ideas feelings, emotions through word and utterances to other people.

English as the target language should be mastered well, either it's language skill or language area. In equaring second language, learners should be involved into a meaningful interaction of the target language that only found in natural communication. learners learn to speak and concerned to the message that they are conveying and undrestanding. When people speak, they construct ideas in words, express their perception. Their feelings and their intention so that interlocutors grasp meaning of what the speaker mean.

If the learners does not have speaking skill, does not understand the English wonts that saying by the speaker, does not ucknowledge the language, they can't group the mening of the speaker's mean in that condition, they cannot be said succes in learning, bacause they did not have a meaningfull interaction of English conversation. So for people who want to speak English well, besides larning the knowledge of the language, they need to practice it, because it is imposible to be able speak English without practice it.

Alexander (1967 ; 243) arrange some purpose of speaking ability, they are:

- a. The ability to understand English dealing with every subjects and times and spoken at normal speech.
- b. The ability to answer quetion with require short and extended answer.
- c. The ability to ask question to elicit short and extended answer.
- d. The ability to use orally a large number of elementary sentence patterns.
- e. To ability to repradice orally the substarce of passage of English having heard it several times and read it .

- f. The ability conduct a simple conversation to everyday subject (example expressing, preferences, polite interchange, career, common experiences).
- g. The ability to give a short talk (prepared or unprepared)

#### **4. Definition of Expressing Intention**

Expressing Intention is a mental state that represents a commitment to carrying out an action or actions in the future. Intention involves mental activities such as planning and forethought.

An intention is something that we would like to do in the future. These are general plans for the future. When we are talking about an intention, we have not taken specific, concrete steps to achieve the action. We are just talking about something that we hope to do in the future. When we want to talk about our intention in the future, we must use the future with “going to”, “will”, etc. This is the most correct way to talk about general plans for the future, for example:

Someday, I am going to learn how to dance!

Someday, I will learn how to dance!

Generally we use the simple future with “will” to talk about intentions and with the future with “going to”,

“Expression of intention” is clearly a capacious notion. An intention is whatever can be given to another in an expression suited to play this role.

Very often. When a man says “I am going to do such-and-such”, we should say that this was an expression of intention. We also sometimes speak of an action as intentional we may also ask with what intention the thing was done. In each



case we employ a concept of intention, now if we set out to describe this concept, and look only on of these three kinds of statements as containing our whole topic, we might very likely say things about what intention means which it would be false to say 'intention always concerns the future'.

But an action can be intentional without being concerned with the future in any way. Realizing this might lead us to say that there are various senses of intention, and perhaps that is thoroughly misleading that the word intentional should be connected with the word intention, for an action can be intentional without having any intention in it. Alternatively we may be tempted to think that only actions done with certain further intentionsought to be called intentional.

Where we are tempted to speak of 'different senses' of a word which is clearly not equivocal, we may infer that we are in fact pretty much in the dark about the character of the concept which represents. There is, however, nothing wrong with talking a topic piecemeal. Therefore begin the enquiry by considering expressing of intention.

The distinction between an expression of intention and a prediction is generally appealed to as something intuitively clear. "I am going to be sick" is usually a prediction; "I am going to take a walk" usually an expression of intention. The distinction intended is intuitively clear, in the following sense:

If we say "I am going to fail in this exam". And someone says "surely you are not as bad at the subject as that", we may make our meaning clear by explaining that we were expressing an intention, not giving an estimate of our chances.

If we ask in philosophy what the difference is between example 'I'm going to be sick' as it would most usually be said, it is not illuminating to be told that one is a prediction and the other expression of an intention. For we are really asking what each of these is. Supposed it is said "a prediction statement about the future". This suggests that an expression of an intention is not. It perhaps the description or expression of a present state of mind a state which has the properties that characterize it as intention. Presumably what these are has yet to be discovered. But then it becomes difficult to see why they should be essentially connected with the future, as the intention seems to be.

Let us then try to give some account of prediction. The following seems promising: a man says something with one inflection of the verb in his sentence; later that same thing, only with a changed inflection of the verb, can be called true (or false) in face of what has happened later.

Now by this criterion, commands and expressing of intention will also be predictions. In view of difficulties described above, this may not constitute an objection. Adopting a hint from Wittgenstein we might then first define predictions in general in some such fashion, and then among prediction,

Distinguish between commands, expression of intention, estimates, pure, prophecies, etc,

#### Social Function

- I would like to.....
- I will ....

- I want to .....
- I am going to .....

#### Example of expressing Intention

- I would like to tell about my family
- I will visit
- I will to make a puncake
- I am going to introduce my friend
- I would rathe stay at heome than go fishing

#### Example dialogue

#### Dialogue !

Sara : Hello Ali, wahat are you going to do this weekend?

Ali : Hello , I am going to visit my grandfather in Jakarta. How aboutb you?

Sarah : Well, I still do not have anybplan for the weekend.

Ali : Why don't you go to museum?

Sarah : This is a good like, But, I have to do my asigment first, have you done  
your assigment?

Ali : No, I habe ace, I'd like to do them this evening

Sarah : Well , can we do together?

Ali : Yea, of course.

Sarah : Okay,great. I will go to your house at 4 P.M then.

Ali : I will be waiting you.

## Dialogue 2

A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think i might stay home.

Bayu : Stay at home? Well, youb could do something more interesting!

Santi : So, what about you Bayu? Do you have anyplans?

Bayu : Definitely! My da and I are going to fishing.

Santi : Fishing? It sounds boring too! Are you ging to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : Fishing? I don't really like fishing. I would rather stay at home than go fishing.

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri : I have mad a plan with my mother about what to do on thos long weekend. We are going to practice baking cookies.

Santi : Thanks sounds like a very good plan!

Bayu : Are youbgoing bake choco chips cook ies last time?

Riri : Well, yes that is my favorit. But we will also try to make ginger cookies.

Santi : Oh, how i envy you. My mother is going to accompany my little brother to attend drawing competition. I don't think i can ask her to teach me baking cookies.

Bayu : Ha ha, I guess you should enjoy staying at home alone.

Riri : Oh, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : Uhm, not fishing i gfuess. But i think i would like to bake cookies with Riri. Thanks for asking me to join you Riri.

Riti : No problem. I will call you on Friday to let you know the time when we can start.

Santi : Thanks a lot of. I will be waiting for you call.

Bayu : Have a nice long weekend everyone.

Riri, Santi : You too.

## **B. Conceptual Framework**

This study focus on the students' ability in expressing intention. Related to the objectives of the study, this study will analyze are the students' able in expressing intention and what are the students difficulty in Expressing intention.

Learning English is very important when people want to speak and listen by using English language. All people learn English at school, but most of them are not only learns English at the school, they they spend their time to learn English outside of the school activities. In teaching English, there are many strategy and method that can be used by the teacher to simplify in learning English.

In analysing the data, the researcher will use the descriptive analysis, since this research is a descriptive design. The first step, the researcher will give the instrument of test to the students. The test, will be administered to the 10th grade students of SMA Dhramawangsa Medan. After giving the test, the researcher categorizes the students' capability in expressing intention. The last, the researcher conclude about the students' difficulties by hearing their recording.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

The research was conducted in SMA Dharmawangsa Medan at Jln. Yos Sudarsono No.224, Glugur Kota, Medan Barat, Kota Medan. The research was conducted during the academic year 2016/2017 . The reason for choosing this school is based on researcher experience when do the teaching training practice. The researcher found many problem that faced by the students. The students get the difficult to speak english and the students are afraid to make a mistake whe speaking English well. So, that is the reason for researcher in finding about the students' ability in expressing intention.

#### **B. Population and Sample**

##### **1. Population**

The population in this research was taken from the X MIPA-I and X MIPA-2 grade students of SMA Dharmawangsa Medan. There are two parallel classes which consist of 60 students.

##### **2. Sample**

The technique of taking the sample in this reseacrh was used total sampling technique because based on Arikunto's theory (2010: 104) stated that "If the population more than 100 we can take 10% - 25% or more as sample,

based on the theory of Arikunto above , all the population was taken as the sample and it became 60 students as the sample.

**Table 3.1**  
**Population and Sample**

<b>No</b>	<b>Class</b>	<b>Population</b>	<b>Sample</b>
1	X MIPA I	30	30
2	X MIPA 2	30	30
	Total	60	60

### **C. Research Design**

In this research, the researcher observed the students' ability in expressing intention in the speaking. This research was conducted by applying descriptive quantitative research that is research design which was used to describe, organize and summarize, the important general characteristics of a set of data and also to accumulate by purpose. Descriptive quantitative research was applied to the students' ability in expressing intention in the speaking.

### **D. The Instrument of Research**

In this collecting the data, the researcher was used speaking/oral test as the instrument. The researcher was taken the test as the instrument for collecting the data. This test was set in spoken test based on the conversation as a media. The students were asked to design a conversation about expressing intention with their friend in the class. It use to find out the students' ability in expressing intention.



### E. Technique for Collecting Data

To collect the data of this research , the researcher use steps:

1. Asking the students to make a conversation about expressing intention based on the context.
2. The students practice the conversation with their friend about expressing intention in front of the class.
3. Recording the students' speaking in order to know how well their speaking ability about expressing intention.

### F. Technique of Data Analysis

In this research, analyzing data the students' ability in expressing intention. In analyzing the data the researcher as follow:

1. Scoring the students' speaking by using speaking weighting table (Rebecca M. Valette)

**Table 3.2**  
**Speaking Weighting Table**

<b>Proficiency Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score</b>
Fluency	0	1	2	1	
Pronunciation	6	12	18	24	
Vocabulary	8	17	25	33	
Accuracy	10	20	30	40	
Total					

Fluency

1. Long pause, utterances left unfinished, or no respond. (score 0)
2. Sound define stumbling but message rephrase and continue. (score I)

3. Speech is generally naturally and continuous, occasional slight stumbling or pause at unnatural points in the utterances. (score 2)
4. Speech is natural and continuous. Any pause correspond to those, which might be made by a native speaker. (score 2)

#### Pronunciation

1. Incomprehensible, or no response. (6)
2. Many phonemic errors, very difficult to perceive meaning. (score 12)
3. Occasional phonemic errors, but generally comprehensible. (score 18)
4. Phonemically accurate pronunciation throughout. (score 24)

#### Vocabulary

1. Vocabulary inaccurate, throughout or no responnd. (score 8)
2. Vocabulary usually inaccecurate, expect for occasional correct word. (score 17)
3. Minor lexical problems, but vocabulary generally appropriate. (score 25)
4. Consistent use of appropriate word throughout. (score 33)

#### Accuracy

1. Virtually no correct of accuracy, or no response. (score 10 )
2. Errors of basi structure but som phrase rendered correctly. (score 20)
3. Generally accurate structure, occasionally slight error. (score 30)
4. Calculating the students' mean by using sudjana (2005: 67) formula:

$$X1 : \frac{\sum xi}{N}$$

Where :

$X_1$  : The mean of students' score

$\sum x_i$  : The total of the students' score

$N$  : Total students

## 2. Determining

The predicate. Then, for identifying the criteria of ability and inability of the students based on the minimum completeness criteria in the school, are as follows.

**Table 3.3**  
**Table Criteria of Ability**

<b>Quantitative Ability</b>	<b>Qualitative Ability</b>	<b>Ability</b>
81-100	Very good	Able
70-80	Good	Able
41-69	Poor	Unable
0-50	Very poor	Unable

3. Right and wrong answer the data will be calculated by using formula based on Sudjone (1993: 321) as the following:

$$Q : \frac{x}{y} \times 100\%$$

Where :

$Q$  : The percentage of the students' ability and inability

$X$  : The number of the students' ability inability

$Y$  : The number of whole sample

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**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

The data shown below was gathered from the first year students of SMA Dharmawangsa Medan at academic year 2016/2017 which consisting of two classes with all population were 60 students, and all the population were taken as the sample. It was called a total sampling technique. The following table were sample scores of oral test in describing in front of the class. The following result was obtained which highest score was 90 and the lowest score was 60.

**Table 4.1**  
**The sample score of the students' speaking ability test**  
**Class : X MIPA 1**

No	Initial Name	Aspect of Speaking				Total
		Pronunciation	Fluency	Accuracy	Vocabulary	
1	AA	15	18	17	15	78
2	CH	20	22	18	20	80
3	MFP	20	22	18	22	82
4	UP	15	18	17	15	65
5	MFI	18	25	22	20	80
6	AAS	20	25	25	18	88
7	FA	15	18	17	15	65
8	DAN	20	18	18	20	76
9	NAS	20	20	20	20	80
10	ADS	20	18	20	25	83
11	ZSK	20	25	25	22	92
12	MH	15	22	22	25	84
13	AAN	15	20	25	22	82
14	IMA	18	18	25	20	81
15	MF	25	22	22	18	87
16	SAL	15	18	17	15	65
17	MDN	15	18	17	15	65
18	IST	25	25	20	20	90
19	DSH	15	18	17	15	65
20	SA	18	18	20	25	81
21	MAI	18	20	20	22	80

22	MAS	15	18	17	15	65
23	PDA	22	20	22	24	88
24	RF	18	25	22	22	87
25	PK	15	18	17	15	65
26	FAM	25	22	22	15	84
27	MB	15	18	17	15	65
28	YDS	20	22	25	15	82
29	FDS	20	18	25	15	78
30	WAZ	20	18	25	15	78
						2.338

### Class X Mipa II

No	Initial Name	Aspect of Speaking				Total
		Pronunciation	Fluency	Accuracy	Vocabulary	
1	AS	20	20	22	20	82
2	AD	18	20	18	20	74
3	DF	20	18	20	22	80
4	DG	15	18	17	15	65
5	HN	15	18	17	15	65
6	AE	15	18	17	15	65
7	AWW	15	18	17	15	65
8	ASC	22	22	18	20	82
9	BN	15	20	22	22	79
10	YHJ	15	22	22	25	84
11	GH	15	18	17	15	65
12	KM	20	25	20	22	87
13	KL	22	25	22	20	89
14	TF	20	20	22	22	84
15	REW	15	18	17	15	65
16	RED	25	22	18	20	85
17	FG	15	18	17	15	65
18	JM	15	18	17	15	65
19	JN	18	20	20	18	76
20	ASW	18	22	15	15	70
21	ASQ	18	20	15	15	68
22	AZ	22	20	20	20	82
23	AC	15	18	17	15	65
24	ACF	15	18	17	15	65
25	BNM	15	18	17	15	65
26	YHJ	22	22	20	22	86
27	YTF	15	18	17	15	65
28	RF	18	20	18	20	76
29	DR	15	18	17	15	65
30	DW	20	18	15	15	68
						2.197

From the table above it could conclude that there were :

2 students who received score > 90

26 students who received score 89-80

9 students who received score 79-70

23 students who received score 69-60

The table above that the total of the score of was 5.948 and the average score for each students could be calculated by using sudjana (2005 : 67) formula:

The following mean :

$$X_1 = \frac{\sum xi}{N}$$

$$X_1 = \frac{4535}{60}$$

$$X_1 = 75,58$$

## B. Data Analysis

The following table was used to show the students ability in expressing intention. The standart ability used as the criteria to determine the level of students competence work in the test correctly. It has been explained in the previous chapter that the students score was classified in qualitative system. Based on the qualifications, to determine the standart ability for individual in speaking was used 70 % as the lowest standart score. If the students get 70% or more, it means the students was classified as able and if the students get less than 70 %, it means the students was classified as unable.

1. The students' ability in expressing intention, the criteria for determining their ability by using the passing grade standart ( KKM ) of the subject at SMA Dharmawangsa Medan, for found out able and unable of the students.



**Table 4.2**  
**Table criteria of ability**

<b>Quantitative ability</b>	<b>Qualitative ability</b>	<b>Ability</b>
81-100	Very good	Able
70-80	Good	Able
55-69	Poor	Unable
0-54	Very poor	Unable

**Table 4.3**  
**The students' ability in expressing intention**  
**Class X MIPA I**

<b>NO</b>	<b>Initial Name</b>	<b>Quantitative Ability</b>	<b>Qualitative Ability</b>	<b>Ability</b>
1	AA	78	Good	Able
2	CH	80	Good	Able
3	MFP	82	Very Good	Able
4	UP	65	Poor	Unable
5	MFI	80	Good	Able
6	AAS	88	Very Good	Able
7	FA	65	Poor	Unable
8	DAN	76	Good	Able
9	NAS	80	Good	Able
10	ADS	83	Very good	Able
11	ZSK	92	Very good	Able
12	MH	84	Very good	Able
13	AAN	82	Very good	Able
14	IMA	81	Very good	Able
15	MF	87	Very good	Able
16	SAL	65	Poor	Unable
17	MDN	65	Poor	Unable
18	IST	90	Very good	Able
19	DSH	65	Poor	Unable
20	SA	81	Very good	Able
21	MAI	80	Good	Able
22	MAS	65	Poor	Unable
23	PDA	88	Very good	Able
24	RF	87	Very good	Able
25	PK	65	Poor	Unable
26	FAM	84	Very good	Able
27	MB	65	Poor	Unable
28	YDS	82	Very Good	Able
29	FDS	78	Good	Able
30	WAZ	78	Good	Able

From the table above, the researcher can explain that:

1. There were 14 students who were categorized as Very good. In other words there were 14 students who were categorized able.
2. There were 8 students who were categorized as Good. In other words there were 8 students who were categorized able.
3. There were 8 students who were categorized as Poor. In other words there were 8 students who were categorized unable.

From the result, we can see that there are 22 students from 30 students as the sample were categorized as ABLE and there were 8 students from 30 students were categorized as UNABLE.

The whole percentage can be computed by using :

$$Q = \frac{X}{Y} \times 100\%$$

$$Q = \frac{22}{30} \times 100\%$$

$$Q = 73 \%$$

$$Q = \frac{X}{Y} \times 100\%$$

$$Q = \frac{8}{30} \times 100\%$$

$$Q = 15 \%$$

From the computation previously the students who were recognized as able were 22 students or 73%. Meanwhile the students who were recognized as unable were 8 students or 27%. From the data obtained, it may be conclude that the students of SMA Dharmawangsa Medan especially in tenth academic year 2016/2017 were able in speaking English about expressing intention.

**Class X Mipa II**

<b>No</b>	<b>Initial Name</b>	<b>Quantitative Ability</b>	<b>Qualitative Ability</b>	<b>Ability</b>
1	AS	82	Very good	Able
2	AD	74	Good	Able
3	DF	80	Good	Able
4	DG	65	Poor	Unable
5	HN	65	Poor	Unable
6	AE	65	Poor	Unable
7	AWW	65	Poor	Unable
8	ASC	82	Very good	Able
9	BN	79	Good	Able
10	YHJ	84	Very good	Able
11	GH	65	Poor	Unable
12	KM	87	Very good	Able
13	KL	89	Very good	Able
14	TF	84	Very good	Able
15	REW	65	Poor	Unable
16	RED	85	Very good	Able
17	FG	65	Poor	Unable
18	JM	65	Poor	Unable
19	JN	76	Good	Able
20	ASW	70	Good	Able
21	ASQ	68	Poor	Unable
22	AZ	82	Very good	Able
23	AC	65	Poor	Unable
24	ACF	65	Poor	Unable
25	BNM	65	Poor	Unable
26	YHJ	86	Very good	Able
27	YTF	65	Poor	Unable
28	RF	76	Good	Able
29	DR	65	Poor	Unable
30	DW	68	Poor	Unable

From the table above, the researcher can explain that :

1. There were 9 students who were categorized as Very good.
2. There were 6 students who were categorized as Good.
3. There were 15 students who were categorized as Poor.

From the result above, we can see that there are 15 students from 30 students as the sample was categorized able and there were 15 students from 30 students were categorized unable.

The whole percentage can be computed by using:

$$Q = \frac{X}{Y} \times 100\%$$

$$Q = \frac{15}{30} \times 100\%$$

$$Q = 50\%$$

$$Q = \frac{X}{Y} \times 100\%$$

$$Q = \frac{15}{30} \times 100\%$$

$$Q = 50\%$$

From the computation previously the students who were recognized as able were 15 students or 50%. Meanwhile the students who was recognized as unable were 15 students or 50%. From the data obtained, it may be conclude that the students of SMA Dharmawangsa Medan especially in tenth academic year 2016/2017 were able in speaking English about expressing intention.

1. The students' diffulties in expressing intention based on the context. From testing English as a second language book (Harris : 97) in this research, they are accuracy, pronunciation, vocabulary, and fluency.

**Table 4.4**  
**The students' difficulties in expressing intention**

<b>Indicators</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Vocabulary</b>
Total average	1.080	1.160	1.197	1.093
Average of each sample	18	19,33	19,95	18,2

To find out the average score of each sample was measure by using the following formula :

Based on the table above shows that :

1. In the pronunciation indicator, the students average score was 18, it means that their ability was in the level Poor to average.
2. In the accuracy indicator, the students average score was 19,33, it means that their ability was in the level Good to average.
3. In the fluency indicator, the students average score was 19,95, it means that their ability was in the level Good to average.
4. In the vocabulary indicator, the students average score was 18,2, it means that their ability was in the level Poor to average.

## **2. Finding**

Based on the formulation of the problem, the finding was :

1. From the data analysis, all population there were 60 students there ere two classes, namely X Mipa I and X Mipa II. Each class consisted of 30 students
2. From the data analysis showed that class X Mipa I there were 22 students or 73% categorized as able and 8 students or 27% categorized unable.
3. From the data analysis showed that class X Mipa II there were 15 students or 50% categorized as able and 15 students or 50% categorized unable.
4. The difficulties were faced by the students that they had lack of vocabulary and pronunciation so that they felt difficult to express intention in speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Having analyzed the data, the conclusion can be drawn as follow :

1. From the data analysis, all population there were 60 students, there were two classes, namely X Mipa I and X Mipa II. Each class consist of 30 students. From the data analysis showed that X Mipa I there were 22 students or 73% categorized as able and 8 students or 28% categorized unable, and X Mipa II there were 30 students or 50% categorized as able and 30 students or 50% categorized as unable. It means that the tenth grade students of SMA Dharmawangsa Medan were able in expressing intention in the speaking because 61,6% students categorized.
2. The difficulties were faced by the students that they had lack of vocabulary and pronunciation so that they felt difficult to express intention in speaking.

#### B. Suggestion

In relation to the conclusion, suggestions are stage as following :

1. The teacher should motivate the students who were categorized unable in studying English and should understand their difficulties in English lesson to make the students easier in speaking. It was expected that the teacher give some motivation, explanation and examples that could be understood by the students so they could receive the lesson daily.
2. The school should be able to complete supporting English books especially about expressing intention in the library to enhance students knowledge.

3. The students in addition to learn in the school, They should be given more frequent exercise at home especially about expressing intention.
4. The teacher could give the achievement for the students who were categorized able to motivate the students who were categorized unable to learn more diligent. So ever students could be competition in the classroom well.