

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the research of the study, statement of the problem, objective of the study, significance of the research, the scope and limitation of the research, definition of key terms.

1.1. Background of the Study

Speaking is the basic in language learning. Speaking seems to be an important skill of all the skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). Many students think that teachers do not emphasize that oral language.

According to Richards and Renandya (2002), speaking is considered to be the most important language skills. "A large percentage of world's language learners study English in order to proficiency in speaking. We use speaking to describe many things, complaining people's behaviors; to entertain people's with a joke, and also to make a polite request. Tarigan (1990) defines speaking as language skill which is developing in childhood preceded with listening skill. It means that speaking is the basic in learning language.

As a foreign learner, it is not easy to speak English fluently if there is not speaking habit. As language teacher we should made speaking as our habit. There are many way to make learner English fluent. They are listening music, watching movie, and make speaking as habit.

At the modern era, speaking is the aspect that must be used for foreign learner. It was an important for daily life, to describe something, complain, and others. In the school, speaking fluently is important.

At school, many students have problems in speaking. Zhang (2009) argued that speaking remains the most difficult skill to master for majority of English learners, and they are still incompetent in communicating orally in English. Similarly, the students of SMA 1 Tahunan get difficulty in speaking English. They did not have

confidence to speak English. They feel afraid to make a mistake when they speak English. Besides that, the students less in vocabulary mastery, so they feel there is not to say. Less in motivation to learn speaking English and there is not speaking habit from the teacher also make the students getting difficult to speak English fluently. There are two problems in speaking. The first is psychological that faced by the student when they speaking in the class.

a. Fear of Mistake

Many theories argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students have low of motivation and low in participation in speaking activity. Therefore, it is important for teacher to convince their students that making mistakes is not a wrong or had thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some thime when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom. Gebhard (2000) in Juhana (2012:101).

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language. Howitz (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Howitz (2001) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance.

The second is Linguistics problem. There are four main problems in practicing the speaking skill of the foreign language in the classroom

a. Inhibition: the students are worried about making mistakes, worry for getting criticism, and feeling shy when they speak English.

b. Nothing to say: the students often feel nothing to say when they get the topic that not familiar for them and they have not a motivation to express themselves.

c. Low or uneven participation: only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use: the students often use their mother tongue to express themselves when they get one topic, because they feel that mother tongue is easier than the target language (English Language). In this research, the writer analyzed the students' problems in speaking skill at SMA 1 Tahunan.

1.2. Statements of the Problem

Based on the background of the research of the study, the problem of the study is:

What are the student's problems in speaking skill at SMA 1 Tahunan?

1.3. Objective of the Research

Based on the statements of the problem above, the objective research is to find out the student's problems in speaking skill at SMA 1 Tahunan.

1.4. Significance of the research

2. for the writer

The finding of this research is hopefully it can be useful for the next researcher

3. for the students

The finding of this research is help the students to have a good speaking

1.5. Scope of the Research

From the identification of the problem, the writer needs to limit the research based on the statement. The writer focused on analyzing the student problems on speaking skill to the eleventh grade of SMA 1 Tahunan Jepara.

The writer was conducted the research to the eleventh grade students class XI IPA 2 of SMA N 1 Tahunan Jepara in academic year 2019-2020.

1.6. Operational Definition

1. Speaking

Speaking is an activity to say something to convey information, an opinion, or a feeling.

2. Speaking problems

Speaking problems are problems that make students lacks of speaking ability. There are psychological and lingiusitics aspects.

