

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the Study**

A language has a very important role in human life. Because language is the core of human communication, both in communication verbally or in written communication. Language itself is the epitome of sound arbitrary system that is used by the members of a social group to collaborate, communicate, and identify themselves. If no language then people would have difficulty in communicating and socializing.

Indonesia has many local languages. Language differences that exist in Indonesia cause trouble when the people of the region would communicate with people from other regions. However, it can be overcome with the national language, Indonesian. While the solution of language differences that exist in countries around the world is English. English is the universal language that is widely used by most countries around the world. Many books of knowledge are also written in English. In addition to English is also used as an official language for a variety of important organizations in the world such as the United Nations and OPEC.

English became the second in Indonesia after the Indonesian language. In optimizing the use of English, then in Indonesia teaching English began to be applied early. Learning English in high school becomes core content. One of the goals of learning English in high school is to use the English so the students can speak by that language well. So that when students graduate from high school and then go into the higher education, the students are already familiar with the English language.

Learning English at high school level include some skill in listening, speaking, reading, and writing. Besides the elements of other English language is also taught in high school, including vocabulary, grammar and pronunciation.

In the practice of everyday language, it is undeniable that more than half the time owned by the man used to speaking and listening to the conversations of others in a variety of contexts and situations (Effendi, 2007: 141). Therefore, speaking skill feels are needed by humans as social beings who need other people in his life and should be able to portray himself in the community in accordance with its status (Hasan and Salladin, 1996: 25). In fact, it is uncommon to think of a society assess the ability of speech uttered by him (Win and Colleagues, 2008: 11).

Having a conversation skills is not as easy as imagined. Many people who are good at writing, but when asked to convey his writings in the form of verbal results are not so good. Vice versa, a lot of people who can speak well, but encountered problems when asked to write down their ideas. In line with this, Arsjad and Mukti (1993: 1) argue that sometimes the subject submitted by someone quite interesting, but because the presentation is less attractive, the results in unsatisfactory. It needs to be continuously practiced speaking skills. Tarin (1998: 43) stated that speaking skills are skills that mechanistic. The more practice speaking, the more controlled the speaking skills. The assumption that every person by itself may talk has led to the development of speaking skills are often overlooked.

The students who take English class might have already mastered the skill of speaking in English, but the skill mastered it, especially in the form of speaking skills in a state of face-to-face (one on one) or in small groups, and even then in a situation that is not official. For many students, officially speaking activities (speaking in front of the people), although it was only in the form of asking questions, that activity is

difficult to do. This circumstances make impressed class die interaction because there is not a obligation. The teacher explained the lesson actively, but the students just listen to the material being taught. In fact, the success of a learning is influenced also by the liveliness of the students in participating in the study.

Problems learning difficulties encountered in urban school students and students of rural schools (Djamarah, 2002a: 200). Many problems in learning difficulties in speaking at the students of SMK NU Tulungagung. Based on interviews with teachers in English language studies, it was found that the average value of the speaking skills of 78 students is 61, while the completeness of students in vocational learning to speak is 78. The students who have completed categorized as 8 people (10.25%), the rest 70 (89.74%) have not been completed. Talk less exciting learning environment. The low student motivation and learning strategies that are less able to attract students probably are two of several factors causing less exciting learning conversational skills. Students look passive and reluctant to talk. In fact, when the researcher asked to raise their hands to answer a teacher's question, no student is doing it. The learning conversational skills still seem far from the goal that has been targeted by the teacher. The teachers are also required to improve professionalism in teaching speaking skills. The teachers have an obligation to choose learning strategies appropriate to the conditions at hand and consider each case in the selection of learning strategies so that learning objectives can be achieved optimally effective and efficient.

Regarding the learning strategies adopted by teachers in teaching speaking skills in SMK NU Tulungagung shows that learning strategies applied by the teacher is a teacher-centered strategy. It can be seen from the results of observations where the teacher always explains the topic or material and the students only pay attention. Judging from the message management activities or learning materials, strategies

implemented by teachers classified as expository teaching strategy. Strategy is realized with the use of discourse dominated learning methods. The students' opportunity to speak is very limited and that opportunity is not maximized by students. Use of the lecturing method in teaching speaking skills makes the students passive and less excited to be learn. It is evident from the lack of the students involvement in expressing ideas or opinions in learning. The results of the initial review also shows that teachers do not use the media in learning conversational skills. Skills assessment criteria was not yet prepared to speak clearly. Thus, speaking skills assessments are subjective.

Megawati Fika (2016) said that the study subjects had trouble learning English variety. This happens due to the factor of the level of mastery of English is different. Yusti Arini (2009) stated that problems faced by the Indonesians learning English are concerned with the ear, the matter of making foreign sounds, the distribution of the sounds, certain attributes about sounds, fluency, and the relation between conventional pronunciation and spelling.

Seeing the many factors that lead to students' learning difficulties in learning speaking skills and various alternative strategies that can be pursued by teachers to overcome obstacles in order to solve the students' difficulties in speaking skills, seem to need to do a study to identify the factors that cause students' learning teacher difficulties and strategies pursued in speaking skills to cope with the difficulties experienced by students in an effort to improve students' speaking skills. Therefore, this study raised the title: The Students' Difficulties in Speaking English Encountered by the Twelfth Grade Students at SMK NU Tulungagung in the Academic Year 2018/2019.

## **1.2. Research Problems**

Based on the background outlined above, the researcher can identify some problems between low motivation in schooling and learning strategies are not able to attract students probably are two of several factors causing less exciting learning conversational skills. Students look passive and reluctant to talk. In fact, when asked to raise their hands to answer a teacher's question, no student is doing it. Learning conversational skills still seem far from the goal that has been targeted by the teacher.

## **1.3. Research Objectives**

Research objectives are needed in research issues in order to achieve the target that will be addressed and according to the research objectives. So in this study the problem needs to be limited and focused on students difficulties in speaking English (a descriptive qualitative investigation).

## **1.4. Research Questions**

Based on the above background, the problems can be formulated are:

1. What are students' difficulties in expression?
2. What are students' difficulties in pronunciation?
3. What are students' difficulties in grammar?
4. What are students' psychological difficulties?
5. What are students' difficulties in language environment?

### **1.5. Research Purposes**

The aim of this research can be usefull by theoretically and expected to contribute to the growth and development theories, especially theories about learning conversational skills. In line to what has been stated in the problem statement, the purposes of this study are to describe the students' difficulties in speaking english encountered by the twelfth grade students at SMK NU Tulungagung in the academic year 2018/2019; to find out how the segmental features of English sounds containing consonants and vowels mispronounced by the twelfth grade students at SMK NU Tulungagung during the presentation of the research proposal; to describe the grammatical errors in speaking made by the twelfth grade students at SMK NU Tulungagung.

### **1.6. Significance of the Research**

After doing some research, the results of this research have theoretical and practical benefits.

#### **a. Theory**

Theoretically the results of this study are expected to provide a positive input in the development of science, especially related directly to the study of English in SMK NU Tulungagung.

#### **b. Practical**

##### **1) For the Student**

The results of this study will provide additional information regarding the causes of the difficulties experienced in learning to speak so that will be expected of students knew their difficulties deeply and were able to overcome reviews these difficulties.

2) For the Teachers and the Prospective Teachers of English

The results of this study is expected to give an idea of the difficulties experienced by the students and the teacher can find the solutions to these difficulties. Finally, the students can speak English correctly in their daily activities.

3) For the School

The results of this study is expected to contribute positively to the progress of the school, especially in English lessons.

4) For the Other Researchers

The findings in this study can be used as comparative data for other researchers who conduct similar research.

### **1.7. Definition of Key Tern**

Key terms related with the research:

1. Speaking

Brown (2001: 257) said that speaking is defined as literary to say things, express thought aloud, and uses the voice.

2. Student Difficulty

The students' difficulties are something hard to do or to understand faced by the students. There are students with behavioral or emotional disorder, or specific difficulties in learning. The educational need is considered to a rise primarily from problems in the interaction between the students and the educational context (Paris: 2004).

The first components in language learning are speaking errors. Errors are natural and can be avoided. They are necessary part of learning which indicate the students' progress. The students often make errors when they

develop their knowledge of target language rule system. The errors come from both inside and outside of students themselves. For example, they can make speaking errors when they are tired or lack of knowledge in speaking English. Since English spoken by the learners of different mother tongues in which has different features, it is clear that native language interference has a large effect on foreign language acquisition, especially in speaking. As speaking is a productive skill, it needs a good mastery of the language components such as grammar, vocabulary, spelling and so forth. While it is relatively easy for learners to produce correct memorized language or slowly construct correct forms in controlled practice making a composition in free practice is not easy.

Linguistic category taxonomy classifies errors according to either or both the language component and the particular linguistic constituent to the error which gives effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Surface strategy taxonomy highlights the way surface structures are altered. It includes omission (the absence of item that must appear in a well-formed utterance, addition (the presence of an item which must not appear in a well-formed utterance), misformation (the use of wrong forms of morphemes and structure), and misordering (the incorrect placement of a morpheme or group of morphemes in an utterance). The comparative taxonomy classifies errors based on comparison between the structure of target language errors and those in the native language. Comparative analysis classifies errors into four subcategories; intralingual or developmental (errors within the target language), interlingual (errors between the target language and the native language), ambiguous (classified as both



developmental and interlingual errors), and unique errors (do not fit in any of comparative taxonomy). The communicative effect classifies errors according to their effect on the listener and reader. In this classification errors are classified into two subcategories, global errors (missing, wrong, or misplace sentence connectors) and local errors (errors in noun or verb inflections, articles, auxiliaries, formation of quantifiers).

### 3. Pronunciation

Pronunciation is the competence of someone in producing sound used to make meaning. In this case, it refers to the way the subjects of the research pronounce the segmental English sounds during the presentation of their thesisproposal.