**CHAPTER I**

**INTRODUCTION**

In this chapter the researcher discusses the essential aspects to be understood well before going to the next chapters, they are research background, formulation of research difficulties, research objective, research significance, research assumption, research scoop and limitation, definition of key terms.

1. **Research background**

English as a formal subject is given to junior high school (SMP) level, which the goal of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students. (Balitbang Depdiknas, 2002:42). According to Kusnandar (2007:214) SK-KMP (Competent Standard – Course Group), English language included at science and technology on point nine that student of junior high school having skills on listening, speaking, reading, and writing in Indonesia and English language in simple.

In listening skill, Djiwandono (2009:4) stated that the general and first problem is the way in understanding information which just listen in several minute and then lost. Added with the form of orthography that not always same with it pronouncing. For example the written form is “made” but in pronunciation is /meid/. When listen the sound, it will be difficult if didn’t know the pronunciation and will be understood. Sumiarsih in Bambang and Shirly (2011:3) stated that listening as one of the four English language skill becomes an initial skill that needs to be achieved before language learners master the other three skills. This is because people cannot speak before they listen. Nevertheless, the fact says that many learners find difficulties in listening, especially when they deal with the material of natural conversation. This is because they have to deal with a lot of difficult input, such as the speakers’ expression, speakers’ volume, speakers’ speed in speaking, the speakers’ diction, and also the culture background that is brought in the conversation. The competent standard in junior for listening is understand the meaning in transactional conversation and simple short interpersonal with around environment. Its mean that the student be able to know the conversation in socialization with their friends in school and know what their friends speak about. So the students have to hear carefully in their conversation.

In speaking skill, according to Brown (2000: 270) speaker will look by people as a good speaker in foreign language if the speaker can to speak in other language fluently and can be understood. As a native speaker who learn about foreign language will be difficult if the native speaker not always speak in English especially. In Junior high school generally, this common is not conducted. In competence standard of speaking is give expression of meaning in transactional conversation and simple oral short interpersonal for interacting with around environment. The students during their lesson in learning English have to speak or express their conversation in English, like ask a question and asking or giving something. Moreover, the target of speaking itself stated by Fachurrazy in Bambang and Shirly (2011:29) is to make the students be able to express their mind and idea in English spontaneously.

 In Reading, according to Harmer (1983:153) reading is an exercise dominated by the eyes and the brain. It means that readers not only read the text but also understand the meaning of written text being read. Reading is means of transferring information between the writer and the reader. In KTSP curriculum, the competence standard of reading at junior high school is understand functional written text and simple short essay in the form of descriptive and recount related to around environment. Its means that the student be able to read the condition according by the text had they read in the book about the description about around environment and the student be able to understand about what they read.

The last is writing skill. Hadfield and Hadfield (2008: 116) state why writing skills is the most difficult skills to be mastered. First, writing has to be learnt unlike speech, which is acquired in the other tongue as part of child normal development. Secondly, there is “an audience” factor. Thirdly, because linguistics difficult. Fourth, the problem related how to organize and sequence our ideas acceptably. In writing competence standard at junior high school is expressing meaning in functional written text and simple short essay to interact with around environment. This competence standard will be difficult since the student didn’t know what they want to write and also it needs process of thinking thoroughly and systematically.

In learning English skills, we knew that also learn about English component. There are three English component; Grammar, Vocabulary, and Pronunciation. Firstly is Grammar. Grammar is something that can be considered as a rule structure in language. Brown (2000:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In place of “words”, he could, for more specify, has said “morphemes”, but for the moment just remember that the component of words (prefixes, suffixes, roots, verb ending, etc.) are indeed as part of grammar. Grammar tells us how to construct the sentences. Grammar used in every skill on English language.

Secondly is Vocabulary. Vocabulary is the words which make up a language constitute (Citravelu, Sithamparam and Choon, 2005:241). It means that vocabulary is completely important part to be expert in learning certain language including English. This is because in using language to express idea and communicate with one another, someone uses words.

Thirdly is pronunciation. According to Manser (1995:133) pronunciation is a way in language and a word spoken. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and information.

For the explanation above, English skills cannot be separated with the English component. In speaking skill, the speaker had to pay attention in using grammar, choosing vocabulary, and how to say that using good pronunciation. In reading skill, the reader had to know the meaning of the vocabulary used on the text, knowing the grammar used on the text, and read the text with good pronunciation. In writing, the writers had to know the time when they write or the tenses they used in arranging sentences, and choose exact vocabulary. In listening skill, the listeners had to listen carefully. Because if the listeners don’t know the grammar used in the sound, they will getting wrong information. And listeners also paying attention in vocabulary used b speaker in the sound, and how the listeners know the pronunciation used by the speaker in the sound.

This research is concern in the student difficulties in learning English skills. The significance of this research is could be know the students’ difficulties of students’ in mastery vocabulary, pronunciation, and grammatical that always used in every skill in English. Research on student difficulties in learning English skills is very important for teacher as a reference and knowing their students difficulties in learning English and the teacher could to applying some method to solve the student difficulties in learning English skills. From here student will get the solution for their problems.

English skill is important thing in basic when learning English and the most skill that used in daily activity. The researcher will conduct this research on the eight’ grader at junior high school Sumbergempol district, Tulungagung city. At this district just have two junior high school. The researcher choose this school because is near from the institute and researcher is boarding house. And other reason because the times to conduct this research is limited. In this moon and at the second week of this moon, the junior high school in Tulungagung is conducting examination. And the result of this research must be done in this last mount, because this research will be testing in researcher is college. Researcher hope from the research that will be conducted in that school will give good result in improving student ability in their school. Especially to solve the problems and students’ difficulties in learning English skill in each schools.

Based on the explanation above, the researcher wanted to know the students’ difficulties in Learning English skills. Thus, the writer conducted a research entitle “The Survey of The Students’ Difficulties in Learning English Skill at Sumbergempol District on Tululungagung in Academic year 2013-2014”.

1. **Formulation of research problem**

This study focuses on the student difficulties in learning English of eight grader junior high school in Tulungagung. This study, particularly, intended to answer this following question:

1. What are the students’ difficulties in learning reading and the percentages?
2. What are the students’ difficulties in learning speaking and the percentages?
3. What are the students’ difficulties in learning writing and the percentages?
4. What are the students’ difficulties in learning listening and the percentages?
5. **Research objective**
6. To know the students’ difficulties in learning listening and the percentages
7. To know the students’ difficulties in learning speaking and the percentages
8. To know the students’ difficulties in learning reading and the percentages
9. To know the students’ difficulties in learning writing and the percentages
10. **Research significance**
	1. For Student

To mastery English skill, the students have to know their difficulties in learning English skill. By knowing their difficulties, they will learn more about how to mastery English skill and solve their difficulties.

* 1. For English teacher

The outcome of the study will serve as feedback for them about the difficulties of English teaching learning implementation at these junior high schools. By knowing the difficulties, they may hope that they are motivated to discover ways to solve them.

* 1. For the future research

By knowing the students’ difficulties in learning English skills, the future research has a new reference about the difficulties in learning English skills. Moreover, the researcher can choose some method to solve the student difficulties with some method.

1. **Research scoop and limitation**

The scopes involved in this thesis are the 8th graders junior high school in Tulungagung and limited in SMP 1 Sumbergempol and SMP 2 Sumbergempol in Sumbergempol district of Tulungagung. This research focuses on difficulties of learning English skill of the students.

1. **Definition of key terms**

This study is directed to know the difficulties on learning English at eight grader junior high school in Tulungagung. In order to avoid misunderstanding, the terms that use in this study defines as follows:

* 1. Survey

Survey method that explain by Creswell (2008: 388) are procedures in quantitative research in which investigation administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

* 1. Student

A person who is studying at a school. (Collin COBUILD dictionary on CD ROM 2006)

* 1. Difficulties in Learning

Difficulties is stated in oxford by Bull (2008: 350) “not easy;needing effort or skill: find something to understand”. Learning like stated by Komsiyah (2012:1) is “an activity that processed and an element that very fundamental in every kind of implementation and stage of education. By the definition above, can be conclude that difficulties in learning is the not easy for the student in getting content of the material or explanation in English skill.

* 1. English

The language of Britain, Ireland, America, Australia and Some other countries. (Collin COBUILD dictionary on CD ROM 2006)