

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of the research, statement of research problem, objective of the research, significance of the research, the scope and limitation of the research, definition of key terms.

### **A. Background of the Research**

Speaking is the basic skill in language learning. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

According to Richards and Renandya (2002), speaking is considered to be the most important language skill. “A large percentage of world’s language learners study English in order to develop proficiency in speaking.

We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes." Hornby (1995) states that through speaking language learners will be judged upon most in real life situation. Tarigan (1990) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning language.

Speaking is one of four skills that must be a habit in the school. As the foreign learner, it is not easy to speak English fluently if there is not the speaking habit. As the language teachers, we should make speaking habit for the foreign language learner, especially in English language. There are many aspects that can make speaking English fluently. They are listening English music often, watching the English video often, and making the speaking English as the habit.

At the modern era, speaking English is the most aspect that must be able to by foreign learner especially the students at the school. It will be important for daily life, example for describing something, complain to other, introducing Indonesia to foreign by using English, etc. Speaking English fluently also important for debate competition, making conversation with foreign as the tool of commerce. So, the students at the school should to prepare all of them by making English speaking habit.

At the school, speaking English is the problem for the students. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating

orally in English. Students usually feel difficult when they asked to speak English. There are many factors that can caused the students get the difficulty when they speaking in English language. They do not have a 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 the difficulty to speak English fluently.

According to Ur (1996:121), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, nothing to say, low or uneven participation and mother-tongue use.

The first problem is inhibition. It means that, when the students doing speaking in English language, they feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Second is nothing to say. It means that the students often feel nothing to say when they get the topic that not familiar for them and they don't have a motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. According to Baker & Westrup (2003), it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they

might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

The third problem is the participation is low or uneven. It means that, in a large group, each student will have very little talking time because only one student can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

The last problem is mother tongue use. The students feel that mother tongue is easier than the target language (English Language). According to Harmer (1991), there are some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

The factors above can be caused students get the difficulty when they asked to speak English. May be the teacher in the school doesn't know what the factors that can cause students get the difficulties in speaking English language. All of the students' speaking problems should to solve by the English language teacher. The students' problem in the speaking skill must to be identified so we as the teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) explain about their findings from their research. They conducted the research at Le Than Hien High School Vietnam with the aim to research the factor affecting students' speaking performance. To get the data, they distribute the questionnaire to 11 grade students that amounting 200 students, three students from five class at 11 grades, and 10 teachers at this school.

The findings from the questionnaires that delivered to both the teachers and the students showed that when the students learn speaking, they encountered many problems. According to the teachers, the most common speaking problem was that the students spoke very little or nothing in speaking classes. Most of the teachers said that the students could not think of anything to say. Moreover, they often used Vietnamese and they had no motivation to express themselves.

The results from student questionnaire were nearly the same as from the teacher questionnaire. The students reported that they spoke very little or nothing in speaking class. Most of the time, they could not think of anything to say so they used Vietnamese. A significant number of students also claimed that they were fearful of criticism or losing face. They had no motivation to use English to express themselves.

Based on the findings above, the researchers give some recommendation for the students and the teachers to improve the student's speaking ability. As for the teachers, they should first improve the performance conditions by giving their students time to prepare and

perform for speaking task and teaching the students how to use mind map to generate ideas. Secondly, the teacher should help the students to avoid the inhibition and make them feel comfortable when speaking performance.

Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Then, the teacher should give more attention when correct the student's mistakes in speaking English, so that the students do not be afraid for making mistakes again. Finally, the teacher should make speaking habit as an activity in the class, make speaking English environment and encourage them to participate in the speaking activity.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class as the speaking habit.

In this research, the researcher will analyses the students' problems in speaking skill at SMP Islam Darussalam Dongko and what will teacher do to solve this problems. SMP Islam Darussalam Dongko is one of some Junior High Schools in Dongko. Dongko is small village in Trenggalek. The

students there still less in motivation to learn foreign language especially English Language. Because their school location in the village, so they speak English rarely. According to one of English teacher, the students lack of English knowledge caused from Elementary school they don't get the English material deeply. Because of this, the students get the problems when they asked to speak English fluently. Those students' problems on speaking skill should to analyze, so that the English teacher can solve this problem.

By background of the research above, the researcher takes the title "THE ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING SKILL AT SMP ISLAM DARUSSALAM DONGKO," and hopefully will useful for English teacher, students, the reader, and especially for the researcher her self.

## **B. Statements of Research Problem**

Based on the background of the study, the problem of this study is formulated as follow:

1. What are the students' problems on speaking skill at SMP Islam Darussalam Dongko?
2. What will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko?

## **C. Objectives of the Research**

Dealing with problems above, this study is intended for several objective as follow:

1. To analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongko.
2. To know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko.

#### **D. Significance of the Research**

1. For the Teacher

The finding of this research is able to give many advantages for the teacher. Theoretically, the teacher able to know the kinds of students' problems on speaking skill. Practically, the teacher can analyze the kinds of students' problems on speaking skill. Besides that, the teacher able to know what should the teacher do to solve the students' problems on speaking skill. Finally, teaching and learning speaking skill can be improved and can improve the students' speaking ability.

2. For the Students

The findings of this research also can give many advantages for the students. Theoretically, the students able to know the kind of their difficulties on speaking. Practically, they can solve their difficulties by the teacher guidance and by their motivation themselves. Finally they can improve their speaking ability in English language.

3. For other researcher

The findings of this research can help the other researcher to get many information about student's speaking skill and give the other



imagination to do other study at this school (SMP Islam Darussalam Dongko).

#### **E. Scope and Limitations of the Research**

This research focus on analyzing the students' problems on speaking skill and what the teacher should do to solve the students' problems on speaking skill. The limitation of this research, the researcher focus on the kind of speaking problems according to Ur (1996), that are ; inhibition, nothing to say, low or uneven participation and mother-tongue use. The second is analyzes what the teacher do to solve the students' problem that focused on the speaking problems.

#### **F. Definitions of the Key Term**

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

##### 1. Speaking

According to Samira Al Hosni (2014), speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt.

##### 2. Speaking Problems

According to Ur (1996), there are many factors that cause problems in speaking, and they are as follows:

- 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).