

CHAPTER I

INTRODUCTION

A. Background of the problem

In learning foreign language especially English, speaking is one of the skills that need to be mastered in order to be able to have good communication with others. Speaking is considered as a necessary skill, because it plays essential role in facilitating mastering English. It helps to express better when speaking. According to Donough and Cristopher (2002), they mention in many contexts, speaking is often the skill upon which a person is judged at face value in other word, people may often judge our language competence from our speaking skill rather than other language skills.

Speaking is the process between speaker and listener and it is a productive skill. When people speak, they send information or ideas to another person. In Webster new world dictionary, speaking is to utter words orally, to communicate as by talking, to make a request, to make a speech. Nunan (1995) defined speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of the contexts. Therefore, the researcher concluded that speaking is the ability to produce the language and share the ideas.

For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Apart from these, Bumkart (1998) stated that learners need to have three areas of knowledge involved within speaking namely (1) mechanics of language elements (pronunciation, grammar, vocabulary) which emphasize on use of right words in the right order with the correct pronunciation, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving the clarity of essential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).

Furthermore, language learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions. This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

In addition Nazara (2011) said non-linguistic elements such as gestures and body language/posture, facial expression, and so on, may accompany speech to convey messages directly. In other words, speaking is the most complex and difficult skill to master.

Furthermore, some researches about speaking problems were conducted by some researchers, for example the first research related to this study is a thesis by Afisa (2015) where the goal of this research is to recognize the difficulties of students speaking English and what make it difficult for students to speak English. In this study, students have difficulty in speaking because they have low vocabulary mastery, besides English variations between pronunciation and writing also make speaking difficult for students to pronounce the word.

The next important research is conducted by Sari (2017). This work was qualitative descriptive analysis. The researcher found seven issues, inhibition, nothing to say, unequal participation, and mother tongue use. The third research is by Shahzadi et.al (2014). The focus of this research is to understand the difficulties experienced by Sargodha University students in learning English language skills. This analysis was focused on quantitative approaches. The students only listened to about 33% of their listening skills, about 33% were mastery speaking skills. The reading skills percentage was around 40%. In terms of writing percentage it was, about 50% of learners master writing skills.

In fact, the researcher found that the students still face some problems in speaking particularly non-linguistic problems such as being nervous, being worried and being not confident to speak in front of the class.

From the elaboration above, generally, there are two kinds of difficulty encountered by students in learning speaking namely linguistic

and non-linguistic problems. This study investigates non-linguistic problems faced by students in learning speaking English.

B. Problem of the study

Based on the background mentioned earlier, the researcher formulated the research problems as follows:

1. What are the students' perception of non-linguistic problems in speaking English at English department students of IAIN Kediri academic year 2018/2019?
2. What are the causes of the non-linguistic problems in learning speaking at English department students of IAIN Kediri academic year 2018/2019?

C. Objective of the study

The objective of the research is as follow:

1. To know the students' perception of non-linguistic problems in learning speaking at the English department students of IAIN Kediri academic year 2018/2019.
2. To know the cause of the nonlinguistic problems in learning speaking at the English department students of IAIN Kediri academic year 2018/2019.

D. Significance of the study

The result from the research is to expect to be use practically:

1. For English department students

As a references and information students related to the problems and cause of the problems occur in learning speaking. It is hoped motivated students to learn and reduce the problems they face in learning speaking.

2. For lectures

The teachers/lecturers acknowledge more to what the student's problems in learning speaking and the teachers can easily improve their creativity in teaching process, so the goal of the learning can be achieved.

3. Further researcher

This research is expected to be a valuable reference in conducting a similar research, and as a source of information for further other research on speaking.

E. Scope and limitation of the study

The scope of the research is students perception of non-linguistic problems in learning speaking and the cause of the problems occur in learning speaking at the English department students of IAIN Kediri academic year 2018/2019.

F. Definition of key terms

1. Speaking

Speaking is one of the most used skills in English because it used on many purposes in social life.

2. Non-linguistic problems

Non-linguistic problems are the problems that derive from the outside of the language but, come from outside the language or language external factors.

3. Students' perception

Perception is the association, identification, and the explanation of a sensation in order to figure a psychological illustration. In this study, the researcher wants to know the students perception of non-linguistic problem in speaking English.