

CHAPTER I

INTRODUCTION

The researcher explained the background of the study, the problems of the study, the objectives of the study, limitation of the study, the significance of the study, and the definition of key terms in this chapter.

A. Background of The Study

Language is an important tool for communication. People can communicate with each other by using language. In addition to discussing law, religion, politics, education, and family, people also use language to express their feelings and emotions, such as when they are happy or worried. And also people can interact easily without any misunderstanding between one another. As social creatures, human beings cannot avoid communication with each other since communication is an important activity and it is needed to express thoughts in social context.

Apart from the primary language (Indonesian), which is used for daily communication, there is also a secondary language (English), which can also be referred to as a foreign language. English is the international language. This is useful when communicating with people from different countries. Also useful for other purposes, such as increasing student enrollment. As a result, students are expected to improve their language skills and become fluent in English.

Speaking of English mastery, specifically for students, means that the students should have a good speaking ability, because speaking is a part of English that is very important for the students to express and deliver their

ideas, opinions, and thoughts with others, as well as to support their verbal interaction to be better. From speaking the target interlocutor will get the message in easy way. Achieving effectiveness in communication requires communicative competence which is the mastery of the knowledge of language and the ability to use the knowledge in actual communication (Canale, 1983; Canale & Swan, 1980). As a result, having effective speaking skills allows students to communicate, transmit information, their thoughts or feelings, and others, especially when using English as an international language.

There are four essential skills for learning English. Namely, reading, writing, speaking, and listening. Out of all these basic skills, speaking is the most important one for learning English, so that students can communicate easily in the language they have learned, which is English. Speaking skills are an essential part of any English language teaching curriculum, thus being an important object of assessment. The common purposes of a speaking assessment are to measure language proficiency; to assess achievement of the objective of a course; to diagnose learners' strengths and weaknesses; to identify what they do and do not know; and to assist in the placement of learners in a teaching program (Hughes, 2003).

Speaking seems to be the hardest of the four basic skills of the English language because people have to come up with sentences on the spot. It is hard for people who are learning English as a second language or as a foreign language to make sentences without learning the grammatical structures and having a good vocabulary. So, it's hard for people who are learning English to speak in sentences that follow the rules of grammar. Since speaking skills are the most important part

of communication, people try to learn these skills so they can talk to everyone in the world. But the problem is, not all students can speak English fluently. There are still some students who are not too confident to speak in English. This could be due to a lack of vocabulary mastered by students, not understanding what grammar students should use when speaking in English, not being accustomed to speaking English, and many other factors.

The classroom is where students learn the most important things about how to speak. But students do not learn how to speak fluently every day in class because they also learn grammar, writing, reading, and other lessons. It is hard for students to notice that there are a lot of things that make it hard for them to talk. This means that learning English in the classroom may not always be the best way for students to learn how to speak properly and correctly.

One of the major issues that frequently arises, and which has always occurred in English class, is that when the teacher asks or describes something in English, most of the students remain silent and want to be quiet without any discussions. It happened because they were frightened to make mistakes, were bashful around their peers, could not speak English fluently, and were sometimes inaccurate in their pronunciation and grammar. As a result, students were frequently nervous to speak because they felt insecure, and as a result, they were quite afraid to begin speaking, particularly when asked to speak in front of the class.

These issues require our awareness in order to fulfill the aims of teaching speaking itself, but we cannot always push them because students have various perspectives on English. As we all know, most students argue that English is

extremely difficult to master, and so they believe that no matter how hard they try, their efforts are pointless. Of course, this viewpoint causes them to be unable to communicate effectively in English. Furthermore, there are a variety of variables that influence students' weak speaking ability; it can be caused by both internal and external factors. Internal aspects include students' motivation and interest in speaking, whilst external influences include the approach employed by teachers and the facilities that assist them in teaching.

Therefore, the researcher analyze the students' speaking ability based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension and also analyze the students' problems in speaking based on the internal factors that will ask to the students by using questionnaire then, focused to find out in which aspects is the most difficult for the students at the Second Grade Students at SMAN 3 Kediri.

B. Research Problem

Based on the background above, the researcher summarized the statement of the problems are:

1. How are the speaking ability of students in the second year of SMAN 3 Kediri?
2. What are the affective factors faced by the students at second grade of SMAN 3 Kediri when speaking English?

C. Objective of the Study

Based on the problem of the study, the purposes of this study are:

1. To find out about speaking ability of the students' second year at SMAN 3 Kediri

2. To find out the affective factors faced by the students at second grade of SMAN 3 Kediri when speaking English

D. Scope and Limitation

The researcher did not examine all second grade students at SMAN 3 Kediri, but researcher analyzed the students' problems in learning to speak with the subjects of this study were students of class XI MIPA 8 at SMAN 3 Kediri.

E. Significance of the Study

The authors hopes that the result of this study intended to find out the problem about the students' speaking ability at the second grades students of SMAN 3 Kediri. The result of the study can give contribution to the teacher about how to improve the students' English ability especially in speaking.

This study's findings were practical for students, teachers, and all readers. The outcome will be utilized for the following purposes:

1. Teacher : Hopefully the teacher can get the information regarding the problem of speaking ability by the students and the elements that can solving that problem, so that teachers can enhance their teaching tactics to the better assist students.
2. Students : Hopefully it will help the students in finding effective solutions to their speaking issues.
3. Researcher : Hopefully that it can be used as reference material by researcher in conducting research.

F. Definition of Key Terms

1. **Speaking** : Speaking skills are an essential part of any English language teaching curriculum, thus being an important object of assessment. The common purposes of a speaking assessment are to measure language proficiency; to assess achievement of the objective of a course; to diagnose learners' strengths and weaknesses; to identify what they do and do not know; and to assist in the placement of learners in a teaching program (Hughes, 2003).
2. **Speaking Ability** : Wallace (1978) states that speaking ability is oral practice that has meaningful to the students when they have to pay attention about what they are saying. In this research speaking ability is the ability of the student when doing oral presentation.
3. **Speaking Problem**: Interactional difficulties, such as speaking problems, can make it difficult to produce, provide, receive, or digest information. Interactional difficulties entail producing, giving, and receiving information. According to Ur (1996), there are four variables that contribute to the difficulty of speaking for students of second or foreign languages. These include inhibition, having nothing to say, using their mother tongue, and poor or uneven involvement.