Chapter I

Introduction

This chapter presents the introduction to the research, which covers: background of the study, statement of problems, purposes of study, significance of study, scope and limitation, definition of keys term.

1.1 Background of Study

English is one of the international languages that is used to communicate by most of the people in the world. In some countries, English is the second language that is used to communicate each other among people in the world in their daily conversations. For some speakers, English is not easy to learn. Like other languages, English also has of four skills, they are; listening, reading, writing, and speaking. Speaking skill takes an important role in English.

Being able to speak English in front of the audience or in public speech also creates personal satisfaction because it gives the speaker more control over the speaker’s life. In addition, English speaking ability is also important to transfer knowledge from one to another. The transfer of knowledge from foreign people is easy to get if we know and understand the language they use. Therefore, a lot of people study English with the purpose to able to speak.
In learning speaking, the speakers will get problems and difficulties in their learning process or even when their want to deliver speech. According to Penny Ur (1996:121), inhibition, nothing to say, low or uneven participation, mother-tongue use are the problems that are faced in speaking activities. In addition, according to Damayanti’s research (2004) on students’ problems in learning speaking at SMA 1 KejayanPasuruan, Malang, she got the findings that the students had problem in speaking, there were 36% of the students having problem in vocabulary, 13% in pronunciation and grammar and 12% in topic. Some of them said that they had less self-confidence about English.

Having good speaking ability is useful in public speaking, where the speaker is emphasized not only the ability to speak but also the ability to communicate ideas. According to Byrns (1997), there are some types of public speaking, those are; banquet speaking, on-the job speaking, political speaking, ceremonial speaking and community speaking.

Speech itself is included in community speaking. Speech is the act of delivering a formal spoken communication to audiences by word of mouth with style or manner of expressing yourself orally (http://ardictionary.com/speech/12184 downloaded on Tuesday, February 05, 2013, 11:28pm). Speaking in front of a large audience is very natural for a person to become nervous. The speaker will get some problems when they deliver their speech. For example, some anxieties that makes them unconfident and nervous. According to Cheryl Hamilton (2003: 39), “there are two kinds of anxiety that the speaker has, they are; situational anxiety and trait
anxiety. In other words, situational anxiety is caused by a new or different situation, whereas, trait anxiety is caused by feelings inside the speaker that exist regardless of the situation”. In addition, Dwyer (1998) states that there are some problems of giving speech, they are; nervous, tremble of fear, embarrassed. Furthermore, according to Sadtono (1987:17), the success of delivering speech can be influenced by two aspects; they are; non-linguistic and linguistic. Where, non-linguistic problems are the problems which affect in speech process. Linguistic problems are the problems that are affected by speech performance in term of language knowledge aspects.

The fact that every speaking situation will cause butterflies (nervous), therefore, the speaker will get trouble in delivering the speech. In that situation, there are some possible solutions to cope with their problems. Cheryl Hamilton (2003:41) gave six suggestions that helped the speaker control the butterflies, they are: prepare and practice, warm up first, use deep breathing, plan an introduction that will relax you and your listeners, concentrate on meaning, use visual aids and with positive imagery to manage the trait anxiety.

In addition, UlyLailaIsnia (2011) in, “A Study on Linguistic Problems Faced by Second Grader of Al-Izzah Islamic Boarding School in English Speech Program”, found that 81,4% students got problems in pronunciation, in grammar 78%, in vocabulary 69%, in fluency 52% and 30% in unity or arranging the paragraphs when they deliver their speech. Furthermore, the result of this study also revealed the solutions of the problem. She gave some advises to cope with their problems such as that the students must consult their speech text to their teacher, the students practice
their speech by delivering it in front of the teacher, the students should practice their English every day.

In this century, most people in the world use speech in their communication like in a general election promote something, etc. The idea of studying speech is not a new one. Speech training was being given by some countries to their citizens many centuries ago. Therefore, assembling of speech as a learning program was applied by some countries. For example, most of the students in Indonesia learn how to extend speech well.

Right now, not only the school but most of the courses in Indonesia apply speech in their learning program. Basic English Course or sometimes called BEC is one of the courses in Indonesia exactly in Pare, Kediri that applies speech in the learning program exactly in weekly meeting program. The students of Basic English Course must finish three levels; they are BTC (Basic Training Class), CTC (Candidate of Training Class), and TC (Training Class). Speech program is held in each class’s level except in Basic Training Class (BTC) level. Training Class (TC) is the highest level in Basic English Course (BEC) that all of the students have good pronunciation, rich in vocabulary, and high understanding in grammar. Speech program applied in TC (Training Class) is done every Sunday that is called as “weekly meeting”. All of the students of TC (Training Class) must participate in the weekly meeting. Each student will get their turn to deliver their speech in front of the other students. They should deliver their speech for about ten until fifteen minutes for
each student. In this case, some students get some problems when they deliver their speech.

Based on that phenomenon, the researcher wants to conduct the research about the problems in delivering speech faced by Training Class (TC) students at 121 JJA (June, July, August) 2013 period of Basic English Course (BEC), Pare Kediri. The researcher was interested in doing a research at Training Class (TC) students because the researcher found problems faced by them when they delivered their speech.

1.2 Statement of Problem

Based on the explanation in the background of study above, the researcher wants to investigate the problems in delivering speech faced by Training Class (TC) students in delivering their speech. The researcher states the problems as follows:

1. What problems did Training Class (TC) students at 121 JJA (June, July, August) 2013 period of Basic English Course face in delivering speech?

2. What were the causes of the problems?

3. How did the Training Class (TC) students cope with their problems?

1.3 Purpose of Study

Dealing with the statement of problems, the purposes of this study are:
1. To find the problems faced by the Training Class (TC) students at 121 JJA (June, July, August) 2013 period of Basic English Course in delivering speech.

2. To find the causes of the speech problems faced by Training Class (TC) of Basic English Course.

3. To know the way the Training class (TC) students cope with their problems.

1.4 Significance of Study

The researcher hopes this study will be able to give contribution to the students, the teachers and other researchers.

1. Students

The students who learn speech will know the weaknesses in delivering speech. Moreover, they will know the ways to cope with their problems when they deliver their speech. Then, they can solve their weaknesses in speech.

2. Teachers

The teachers who teach how to deliver speech well will know the kinds of their students’ speech problems. Therefore, they will be able to improve their technique in teaching English, especially in speech program. Besides, the teachers will get the theoretical
information about speech problems, so they can help their students to solve the speech problems faced by their students.

3. Researchers

For the researchers, the result of this study can be a reference for other researchers who want to conduct further researches on similar problems.

1.5 Scope and Limitation

This study focuses on investigating the parts of the students’ problems in delivering speech faced by training class (TC) students at 121 JJA (June July August) 2013 period of Basic English Course and the factors contributing to those problems. Beside, this study also focused on the students’ ways how to cope with their problems. In weekly meeting program, there were three groups of weekly meeting, namely: Sunlight group, Starlight group and Skylight group which each group was divided into five small groups: speech group, drama group, master of ceremony (MC), pronunciation corrector and grammatical correction. The researcher limits this study to the speech group because this study concerns with speech problem.

1.6 Definition of Key Term

In this section, the researcher defines the key terms, which are related to this research, to avoid the ambiguity and misinterpretation. The main terms are following:
a. **Public speaking** is a way of making the speaker’s ideas public of sharing them with other people and of influencing other people (Lucas, 2004:4).

b. **Speech** is a message presented to audience through words, sound, and an action that contains idea and feeling selected and organized by the speaker but understood and interpreted by each individual member of the audience (Verderber, 2003:5).

c. **Problem** is a situation in which a person is motivated to reach a goal but attainment of the goal is blocked by some obstacle or obstacles (Klein, 1987:328).