CHAPTER 1
INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 RESEARCH BACKGROUND

In learning English, there are four skills that actually should be mastered by the learners. They are listening, speaking, reading and writing. All of these skills cannot be separated each other. Among these skills, speaking is the most frequently used in communication between people. Harmer (2002) stated that speaking is the crucial thing, because without speaking we do not understand and agree what speaker is saying by looking confused, angry, shaking your head, etc. It can be said that by speaking, people are able to process the language and information from others.

Speaking is a productive skill of language that can be used to communicate actively in human life. Nunan (2003), speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning. Moreover, Bygate in Al-Roud (2016) argues: that “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as way to make the message clearly delivered and well understood by the listener. It means that, it is necessary to have good speaking skill in order to achieve effective communication.
The important aspect of learning speaking is to prepare for the success of the students in their school and success future careers. Baker (2003) in Swary (2014) stated that, by learning speaking English well, students can gain a valuable skill which can be useful in their life and contribute to other community and country. Moreover, Kusnierek (2015) stated that the most language learners consider that the speaking ability is crucial in language learning. In addition, by having good ability to speak a foreign language, it means like synonymous with knowing that language. It can be said that by having good speaking ability, it measures learners to know or master that language.

Moreover, according to Harmer (2013), fluent speaking is characterized if students are able to deal with the language features such as connected speech, expressive device, lexis and grammar, and negotiation language. In addition, students also deal with the ability to process information and language on the spot such as students by producing the words, phrases, and utterances to convey the meanings, interacting with others by understanding and receiving what speaker is saying and responding what the speaker says. These features should be learned by students in learning speaking to make the learners using the target language to communicate.

Besides, Celce-Muria and Olshtain in Al-Roud (2016) pointed out that in some ways, speaking can be considered the most difficult skill to acquire since it requires command of speech production sub-skill like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence. Therefore educators or
teachers have to try to find some appropriate method of teaching to help students improve their English communication skill.

The previous researchers wrote many researches pertaining the difficulties of learning foreign language in general and speaking skill in particular. In non-speaking English country such as Indonesia, English as a foreign language is often considered difficult to learn by the student especially in junior high school. A study by Silva (2013) revealed that many students especially junior high school students still have low competencies especially in speaking skill. There are some elements to make speaking well that is fluency, but many students are hesitant and often make pause when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes during using the language. Moreover pronunciation including stress patterns, intonation, and articulation is an important aspect of speaking, but many students still mispronounce words. Moreover, according to Abdalla (2015) found that the problems in learning spoken English caused by psychological factors, they are lack of motivation, lack of aptitude, lack of self-confidence, shyness and anxiety. Problems in learning speaking can be also found in study by Khamprated (2012) in which she found the problems in private vocational school Bangkok such as trouble intonation, not fluently like as a native speaker, avoiding speaking English in front of their friends, fear of making mistakes, limited understanding grammar and getting nervous.

SMP Muhammadiyah 2 Inovasi Malang is one of developing junior high schools in Malang. English is taught as a foreign language that becomes the
compulsory subject in this school. Improvement of students’ language skills and competence become one of priorities in SMP Muhammadiyah 2 Inovasi. However, the students have low competencies in English subject especially in speaking skill because most of students were unable to speak English well. Then the students do not have enough opportunities in the classroom to speak English since the teacher rarely gives the chance to students to practice speaking English. So, most of the students dominantly use their mother tongue even in the English class.

These problems may suffer the students from using English Language fluently and accurately in which hinder them from mastering English skills in general and speaking skill in particular.

Therefore, the study aims to investigate the specific speaking problems in order to raise teachers’ awareness of the students’ problems in learning speaking SMP Muhammadiyah 2 Inovasi Malang. By knowing about the students’ problems in learning speaking, the teacher will be able to choose and determine the best strategy or method of teaching speaking.

1.2 RESEARCH PROBLEMS

Based on the background of the study presented above, this study tries to answer the following questions:

1. What are the problems in learning speaking faced by the second grade students of SMP Muhammadiyah 2 Inovasi Malang?

2. What are the students’ efforts to solve their problems in learning speaking?
1.3 RESEARCH OBJECTIVE

This study has some purposes as follows:

1. To investigate the students’ problems in learning speaking faced by the second grade students of SMP Muhammadiyah 2 Inovasi Malang
2. To investigate the students’ efforts to solve their problems in learning speaking

1.4 SCOPE AND LIMITATION

This study is on the students’ problems in learning speaking skill. This research is in the speaking skill problems on second grade students at SMP Muhammadiyah 2 Inovasi Malang in academic year 2017/2018.

1.5 RESEARCH SIGNIFICANCE

It is expected the insight gained from this study will be beneficial for the teacher. By knowing about the students’ problems in learning speaking, the teacher will be able to choose and determine the best strategy or method of teaching speaking to their students in order that the problems of speaking faced by students are solved. Secondly, the result of this study expected to give contribution to the school in order that can plan the new English programs as a solution of the students’ problems especially in speaking skill. Thirdly, for further researchers, it is hoped that the result of this study will give the additional information to investigate and analyze the other student’s problems in learning speaking.
1.6 DEFINITION OF THE KEY TERMS

1. **Speaking Problems** are obstacles that may emerge whether from internal and external factors in which affect to the real life situation due to the speaking comprehension barriers. (Goh, 2000)

2. **Speaking Skill** is the productive oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan 2003).