CHAPTER 1
INTRODUCTION

This chapter discusses the research background, problem, objective, significance, scope and limitation, and definition of key terms. Each aspect is presented in details with the correlated theoretical proofs.

1.1 Research Background

Speaking is the way the speakers deliver their idea and opinion. It means that speaking is the main skill to produce language in an appropriate way. When someone speaks to other people, there will be communication between them. Atallah (2016) claims that speaking skill is one of the most important tools of communication. It is impossible to have any meaningful conversation without understanding what is said. It means that students have to understand what their partner said and can understand what the meaning that delivered by their partner.

Speaking as an oral communication is indeed crucial. Syamsudin (2016) points out that if learners are good at speaking, they can express their opinion to the other people. Thus, they should achieve their communication goals. Sometimes, some students feel unwilling or shy to speak in front of the class. Besides, there are some students who do not use vocabulary in an appropriate way. It makes the students difficult to speak English. However, speaking is not only about how to speak English with appropriate vocabulary and grammar, but it also requires the confidence to speak in public.

Speaking is a process of sharing experience, knowledge and feeling with other people in the world. Speaking ability is needed to communicate so
that the process of communication can be understood by the speaker and listener. Majority of English learners are still not competent in speaking English, it is because speaking is the most difficult skill in English. (Zhang 2009).

Moreover, some students get a problem in their speaking skill because they do not use English in their daily life but only in a formal situation. Besides, the students have limited time to learn English in the class especially in speaking class. They do not have an opportunity to practice English outside the class in order to be more familiar with English. So, there is only little occasion to increase their speaking ability. Speaking is a language to express the meaning especially for young learners. The spoken language is the medium through which a new language is understood, encountered, learned and practiced. (Hosni 2015). It means that students feel difficult when they asked to speak English.

Students usually feel shy and unconfident when they want to try speaking English in front of the class. It makes students not brave to speak up their ideas and they choose to remain silent during the class. Humaera (2015) underlines that the most common problem that is faced by the learner in the language process is inhibition.

Furthermore, having good speaking skill is makes us easier to get a job. Employment Research Institute displays that hard skill only contributes approximately 18% and 82% soft skill that contributes to a successful applicant. Moreover, speaking ability is categorized into a soft skill. We have
to understand the problem of speaking especially non-linguistic because it is important for us as the candidate of English teacher. Non-linguistic problems are related to the school, facilities, student’s motivation, the teaching techniques, media, and inhibition. Besides, the students who master in grammar or vocabulary may not be able to speak. There is another factor, such as they are not confident or afraid to speak English orally. When we understand the problem of speaking, we can determine what kind of strategy that should be given to the students in order to increase their speaking ability. By means of appropriate communication strategies, learners can resolve their speaking problems (Dornyei, 1995).

Hariyanti (2007) conducted the study about “The difficulties of learning speaking faced by the first-year students at SMUN 1 Kraksaan.” The finding showed that the students had difficulties in their speaking, such as in terms of inhibition (55%), low participation (40%), nothing to say (60%) and mother tongue (87.5%). The population comprised the first-year students and the result of this study also revealed the ways to resolve the difficulty.

Sari (2017) carried out the study about “Students’ difficulties in speaking skill at the eleventh grade of SMA Muhammadiyah 1 Karanganyar. The finding showed that every student had difficulty in speaking. a). Students felt afraid if their friends would laugh at them when they pronounced wrong words in English. b). The students had low motivation to try speaking English. c). The condition in class. However, the other factor that causes the difficulties in speaking is factor from their personality. The students feel difficult on how
to pronounce words correctly as well as having limited vocabularies. The participants in this research were the students of the eleventh grade in SMA Muhammadiyah 1 Karanganyar.

Raharjo (2016) discussed, “A study on student’s problem in learning to speak at SMA Islam Batu”. It was found that the students had problems with their speaking ability, such as a.) Inhibition, it means that the students felt worried about making mistakes in speak English and they felt shy. b) Nothing to say, it means that the students did not have any motivation to speak English. c) Low participation, it means that only one participant could talk at the time due to the factor of the size of the students in the class. d) Mother tongue, it means that students felt a difficulty in pronouncing a word and using appropriate sentences because, most of them used original language in daily life. The participant of this study were in the social class that consisted of 30 students.

The researcher had already conducted a preliminary interview with the English teacher from 54 students at 11th grade of MA Muhammadiyah Malang and only 5% or ten students had speaking fluency. The other students tended to be passive during the class. The teacher said that the students were still unconfident to speak English in front of the class. Therefore, the writer wants to investigate non-linguistic difficulties in speaking based on preliminary above.
1.2 Research Problem

Based on the background above, the problem of the study is stated as follow:
What are non-linguistics difficulties in speaking faced by eleventh graders at MA Muhammadiyah 1 Malang.

1.3 Research Objective

The purpose from this study is to investigate non-linguistics difficulty in speaking faced by students 11 graders at MA Muhammadiyah 1 Malang.

1.4 The Scope and Limitation

The scope of this study focused on investigating the student’s non-linguistic difficulties in speaking at MA Muhammadiyah 1 Malang. The writer limits this research only to the grade 11 at MA Muhammadiyah 1 Malang as the subject. Eleventh graders were chosen in this research because they had a problem in English especially speaking skill.

1.5 Research Significance

The result of this study is expected to give answers to the problems, and the cause of the difficulties in learning speaking faced by students.

1.5.1 For the teachers, after the teacher knows the student’s difficulties in speaking, it could be the self-reflection and evaluation of their strategy of learning speaking. Then, they can use a better strategy of learning speaking in order to make the students get a good achievement. This feedback can be used as a reference to create an effective strategy for learning speaking.

1.5.2 For teacher candidate, it will give information about the student’s difficulties in speaking for English Department students who will be an English
teacher. This study can be a reference to find out some factors that cause students difficulties in speaking skills related to non-linguistic. The prospective teacher should know that every student has a problem in speaking because of the difference in learning style of students and parents’ education.

1.5.3 **For the school and principal**, a good school can be seen from the quality of the teachers and the student’s achievement. When a teacher creates a strategy of learning to speak, they must pay attention to the ability that is possessed by students. They must create the best strategy that makes the students understand the material. However, it will affect the student’s achievement. For the principal, this can be an evaluation for the strategy of learning speaking that use by a teacher. For instance, giving feedback or suggestion to motivate the teacher to create a better strategy of learning speaking than ever.

1.6 **Definition of Key Terms**

- **Speaking**

  Speaking is a conversation between speaker and listener to achieve information or sharing their idea and opinion. Speaking is the ability to speak fluently, not only knowledge of the language, but also the ability to process information and language. (Harmer, 2001:269)

- **Difficulties of Non-linguistic**

  Non-linguistic difficulties occurs because of some factors that include motivation, social environment teaching method, material and infrastructure. Syamsudin (2016) argues that non-linguistic means the strategies by means of
using body language such as; eyes contacts, hands movements, and smile while doing a conversation.