



CHAPTER 1

INTRODUCTION

This chapter contains of the background of the study, the statements of the problem, the objectives of the study, the significances of the study, the scopes and limitations of the study, the explanations of the key terms and the organization of the thesis.

Background of the study

Speaking is fundamental to human communication. Humans engage in speaking for having a good communication. The term good here means knowing how to receive the language, process and produce the language, as it is stated that *speaking is an interactive process of constructing meaning that involves producing, receiving and processing information* (Brown, 2001). That is to say that speaking is a basic skill of transmitting meaning and knowledge. It is more about the process rather than just a product because speaking is not only about knowledge but also about how to use it and how to process information. Therefore, language learners regard speaking as the measure of knowing a language because *the ability to speak a language is synonymous with knowing the language* (Celce-Murcia, 2001, p. 163), furthermore *when people know the language, they can speak and be understood by others who know the language* (Fromkin, et al., 2003) and *people who know a language are referred to as speakers of that language* (Ur, 2009).

From all the four language skills (listening ,speaking, reading and writing), speaking seems intuitively the most essential one, in fact *Speaking is usually considered as the core skill in foreign language learning and it is what learners want to be able to do* (Broady, 2005). Speaking skill is very important because language is primarily speech. Oral communication is seen as a basic skill, so it is needed. For most people, mastering the skill of speaking is the single most important aspect of learning a second or a foreign language, and *success of*

speaking is measured in terms of someone's ability to carry out conversation in the target language (Nunan D. , 2003). Therefore, serious treatment is not only needed in language teaching but also a great effort in order to be able to master this speaking skill. Indeed, it is a skill which deserves attention in every part. The importance of speaking skill varies according to the needs and goals of the language learners, in another word *speaking has a positive impact on students educationally and professionally*(Baker & Westrup, 2003, pp. 5-6). Educationally, it reinforces students` grammar, vocabulary, and functional language, allows them to experiment the language in different contexts, improves their English level and provides them with the opportunity to study in an English speaking country, while professionally, somehow it is related to better future career since governments and companies currently only appoint the staff who can speak English naturally and communicate efficiently. As it is concluded that *many reasons for focusing on speaking when teaching English as a foreign language, speaking skills have been found to be a fundamental skill necessary*(Graham-Marr, 2004). Furthermore, if language learners have mastered the basic construction of the language orally, that is speaking skill, they could expand their other language skills capacities (reading, writing, and listening) to a higher level of achievements.

Different notions have been given concerning the definition of speaking. Former researchers had claimed, such as speaking involves *the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts*(Chaney & Burk, 1998, p. 13). It means that speaking is not just a word, but it is a cognitive and social process that takes place between speakers and listeners in a certain context in which the spoken utterances as words, phrases and sentences are not enough to transfer a clear spoken message, but other non-spoken symbols as body posture, gestures and facial expressions are required. Meanwhile Cunningham states that *speaking also requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence)*(Cunningham, 1999).

It is because speaking activities require plentiful support of various types, not just support for understanding, but also support for production which consists of production (forming messages), conceptualization (putting messages in forms) and articulation (pronouncing and expressing them). Later both previous opinions can be concluded that *speaking is the active use of language to express meanings so that other people can make sense of them* (Cameron, 2001, p. 40) It is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that is conveyed.

The practicing of speaking can mean involving students to converse in the target language because speaking cannot be separated from conversation. When learners begin to speak in another language, their speaking skill will need to be based on some form focused learning, such as some useful simple memorized phrases and sentences (Brown, S; Nation, I.S.P., 1997, pp. 11-15,18). In this situation the teachers usually limit the scope of the conversations so that these conversations are manageable and the students are successful in carry on (Gebhard, 2000, p. 173), so the learner is able to utilize it in speaking (Harmer J. , 1998, p. 32). It is necessary to understand the process to learning speaking skill in the language classroom, including providing natural activity in which the target language used, promoting students with larger opportunities to practice and to be more experienced in the target language, and persuading learners to be involved into the real use rather than to learn about the target language. Furthermore, it is also marked that *classroom activities that develop learner's ability through speech would be considered an important component of a language course* (Ur, 2009, p. 120).

At school level in Indonesia based on Curriculum 2013, the teaching of speaking aims at *developing student's competence in expressing short and simple messages for interaction with people in the environment* (Depdiknas, 2013). Additionally, according to the standards of the competence for speaking skill in the School Based Curriculum 2006 or Kurikulum Tingkat Satuan Pendidikan (KTSP), states that, first, students are expected to be able to express meaningful

ideas for both simple transactional (to get something or get information) and interpersonal (to get in touch with others for social purpose) communication to interact with the nearest environment. Second, students are expected to be able to express meaningful ideas for both oral simple function and monologue text to interact with the nearest environment or daily lives (Depdiknas, 2006). Regarding from both curricula, the government considers that speaking competence is important for the students and puts it as one of the language skills that should be taught to the students. Thus the teacher must be able to allocate time for practicing speaking in the language classroom.

Dealing with common arguments against practicing speaking skills in the classroom, some researcher found in the real situation that considerable number of students of our country are not actively participating in speaking activities and most of the students fail to communicate using the language. Moreover, the students generally only encounter small amounts of English inside and outside classrooms due to English not being used for language instruction in classrooms nor as a tool of communication during social interaction. They always face problems in communicating with others or expressing themselves in the target language, so they rather remain silent and show passive participation in class. In brief, these students express fear and anxiety when they are speaking than any other language skills. Young states that *students` fear and anxiety always emerge from either the fear of making mistakes, so as not to risk self esteem when they publicize their errors and lose image or because it is a second language which stands as a stumbling stone against their speaking performance* (Young, 1990, pp. 539-567). When they are invited to speak, the students` speaking performance mostly is not in accordance with the word level and lacks accuracy or fluency. Students often speak haltingly with a lot of pauses, repetitions, errors, so they use exaggerating amount of non-verbal symbols to compensate the lack of speaking ability. It seems that students find difficulty in carrying conversation because *they do not know how to organize their thoughts* (Wyatt, 1989, p. 113). Another main problem faced by the students, when they speak is the difficulty in composing the words or

sentences. *When they are speaking, they constantly estimate the listener, knowledge and assumption, in order to select the language that will be interpreted in accordance with our intended meaning* (Littlewood, 1984, p. 3).

Based on those situations, it can be seen that Indonesian students especially senior high school graduates who have learnt English for more than ten years are still unable to use the English language properly. These facts also occur at SMA Panjura and it reflects that English achievement there is still questionable. Moreover, English teachers still spend the majority of class time on reading and writing practice and almost ignore speaking and listening skills. However, it is because of a number of reasons, the administrators and policy makers in the national system of education determine that the prime demand and need in the English syllabus is the reading and writing skill, while listening and speaking are secondary. Even though *the purpose of teaching and learning English is to provide the students with the basic abilities in listening, reading, writing and speaking* (Curriculum-2013 or K-13). Thus, it is obvious that there is a gap between expectation, reality and the content of the curriculum. Furthermore, it is also proven in the school which I observed. The ability of speaking of the students is still underrate.

Some previous studies have been conducted to support this research. Two studies focused on problems in speaking in different levels of education. The first previous study was taken by HendraHeriansyah (2012). His study aimed at investigating the difficulties and causes perceived by English Department students of Syiah Kuala University Aceh in learning speaking and the efforts made by them to overcome their difficulties. The prevalent problem faced by the students was 'lack of vocabulary', while 'being afraid of making mistakes' was the prime cause of problem which hindered them to speak. The second study was made by Juhana (2011). His study aimed to find out the causes of for the difficulties in developing speaking skill in one senior high school in Tangerang, Banten. In terms of findings, the study revealed that students' difficulties in speaking English were caused by both psychological and linguistic factors. The psychological factors

include fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation. With regard to the linguistic factors, aspects like lack of vocabulary, lack of understanding of grammatical pattern and incorrect pronunciation have also been sources of students' difficulties in speaking English.

However, this study tries to observe the problems in practicing speaking at Senior High School Level particularly in one private school in Malang namely SMA Panjura. This school has several programs for language classroom to enrich their students skills. The difference between this study and the previous studies is on analyzing the problems in which **this study gives more focus on the student problems and solutions in practicing speaking**, while other previous studies more focused on problems. Furthermore, all the information will be collected by doing observation, giving questionnaire and interviewing the students.

Research question

The major question of the study is what are the problems faced by the students while practicing speaking English at SMA Panjura Malang and how to overcome it? To be more specific, the problems of the research is formulated with the following sub questions:

1. *What are the students problems in practicing speaking English?*
2. *What are the students expectation in solving their problems in practicing speaking English?*

Objectives of the study

On the basis of the research question, the objective of the study is to describe the problems encountered by the students in practicing speaking. The findings are expected to give informations related to speaking problems founded in English class at SMA Panjura Malang, and further those informations will be used as references to teach speaking. It includes:

1. *The description of problems encountered by students in learning English speaking skill;*
2. *The description of solutions in overcoming the problems in practicing speaking English at SMA Panjura.*

Significance of the study

The results of the study are expected to give both theoretical and practical significances. Theoretical significance refers to the research results which respond to the existing and related body of theory concerning the practicing of English speaking skill. The results of the study are expected to give some additional informations and contribution to the development of the learning of English speaking skill and especially to the development of instructional strategies in the teaching process.

The findings of the study are to provide information for English teachers at Senior High School about problems that make students fail in practicing speaking skill, factors that might assist students in improving their speaking skill, and how teachers solve students problems in developing their speaking skill.

The results of the study also are expected to provide a reflection on what English teachers in SMA Panjura have done so far in English language classroom especially in teaching speaking skill. By reflecting to the findings, it is hoped that the teachers can make some appraisal of their teaching to improve the ways of the teaching when conducting the speaking class and can design good models to develop a speaking skill lesson in the teaching of English speaking skill. Furthermore, it is expected that the result of the study can function as a consideration in improving and developing the teaching of English, especially in the senior high school level.

The results of the study are also demanded to give more information to the English teachers of Senior High School level, especially the teachers of SMA

Panjura Malang and the future English researchers who want to conduct the same study with different focus.

Scope and limitation of the study

Clearly stated that English is a foreign language which must be learned by Indonesian students during their school phases started from elementary until high school but the result of learning sometimes is really disappointed. Probably it is because the lack of support from the government to promote teaching English speaking as one compulsory program in the Indonesia education system. Moreover several problems are often found during the learning process such as students only have limited vocabulary knowledge, students have difficulties in pronunciation or lesson plans made by the teacher are sometimes too teacher centre, in which make the students become passive speaker and still many problems more.

However the focus of this study is on portraying the speaking activities of the students joined in English language classroom particularly. It is limited to the description of the process of learning English speaking skills at SMA Panjura Malang which includes the problems faced by students, and then the ways in which the students used to overcome their problems and the instructional activities conducted by the teachers. In addition the students and teachers as subjects are limited to English teachers who are teaching eleven grades. The result of the study is based on the data obtained from observation, questionnaire, field notes, interview and recording.

Definition of key terms

The frequently used terms are defined in order to make readers have the same understanding or perception. The clarification is also intended to avoid ambiguity in defining the terms and misinterpretation of the readers. The key terms are as follows:

- *Speaking skill is the ability to use the oral language appropriately to a real context of the learners.*
- *Speaking problem refers to difficulty speaking, talking, moving mouth or tongue; the symptoms are characterized as experiencing difficulties in pronouncing words, producing sentences, pausing, etc*
- *Language components refer to grammar, vocabulary, spelling and pronunciation that are accompanied with the language skills in the speaking activities.*
- *Instructional activities refer to the activities done in the classroom by the students and led by the teacher.*
- *Instructional material refers to the English lesson materials or textbooks which are used in learning and teaching activities of English class.*
- *Instructional Media refers to the teaching aids that can be used to facilitate the teacher to present the lesson in practicing speaking.*
- *Classroom activities refer to reasonably unified set of the students' activities using English in the classroom.*
- *Solutions for speaking problems deal with tools and methods of solving the speaking problems.*

Organization of the Thesis

This thesis has six chapters. The chapter one deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study and definition of key terms. Chapter Two deals with the review of related literature. Chapter Three is concerned with research methodology. Specifically, the research design, the subjects of the study, sampling technique, data gathering instruments, development of data gathering instruments and methods of data analysis are discussed in this chapter. Chapter Four consists of the data analysis, findings and interpretation. Chapter Five presents the discussions, and finally chaptersix includes conclusions and suggestions of the study.