CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, learners have to be able to master four skills of language. Those four skills which have to be mastered by the language learners are listening, speaking, reading, and writing. All of the language skills are important to learn. They have each function in language to communicate. Speaking skill becomes one of English skills which must be mastered by people to make good communication. Through speaking, people can express their ideas and feelings directly.

In speaking skill, there are some parts that the learners have to master. Those are accent, grammar, vocabulary, fluency, and comprehension.[1] Accent is the way to pronounce the words properly. Grammar is the ability to construct the sentences correctly. Vocabulary is number of words in a language. Fluency is the way to speak easily. The last, comprehension means to understand the conversation well. All of the speaking parts must be mastered by the learners if they want to use and learn the language. As the result, the learners will be able to express their ideas to communicate with others easily.

[1] Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003), p. 131

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In the context of education and learning, language is a system of arbitrary symbols which help people of a particular community to communicate and to interact.[2] In the words communicate and interact have meaning to understand and to speak. From the definition above, it can be concluded that understanding a language needs a comprehension and speaking skill. Speaking skill can be mastered by practicing regularly.

Speaking included all other kinds of knowing and most foreign language learners are primarily interested in learning to speak.[3] So that, when the students have good speaking ability, they will be able to communicate easily with foreigners. This statement is similar to McDonough and Shaw said that speaking was linguistic understanding that produced an oral meaning for communication and self-expression.[4] Jack Richard also explained that people will exchange greetings and give a small talk when they meet each other. Sometimes they tell their experiences in order to be friendly and to create a comfortable zone of communication.[5] From the definition above, it can be concluded that speaking is a crucial part of second language learning and teaching. The students which have capability at speaking will be easy to extend the information they want to get.

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[2] Mariam Bashir, M Azeem, Ashiq Hussain. Factor Effecting Students' English Speaking Skill.*British Journal of Arts and Social Sciences.* (British journal publishing, 2011) vol.2 no.1. p.36
[3] Penny Ur. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1996), p.120
[4] J. McDonough & C. Shaw. *Materials and methods in* ELT. (Oxford : Blackwell, 1993).
[5] Jack C. Richard, *Teaching Listening and Speaking From Theory and Practice,* (Cambridge University Press, 2008. p22

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In conducting speaking skill, teachers and learners sometimes have difficulties. According to Penny Ur there are several factors about it; first, the limited time and opportunities to practice speaking English in the school. Second, the students do not talk using English but using their own mother-tongue language. Third, some of the students are afraid of having mistakes when they speak in the class and some of the students who dominate the class in speaking activity.[6] So the teaching and learning process cannot run well if those factors happen in the classroom. Teacher and learners need to consider and avoid those situations.

In learning speaking, students will face problems in mastering speaking skill. It is like on thesis of Farhana Nawshin, he finds some problems faced by the students, such as;[7] lack of interesting topic, size of the class, anxiety of making mistakes, peer response, lack of motivation, teacher's talk and students talk, students participation, lack of opportunity to use the target language, grammar item taught in a deductive manner. From the problems faced by the students above, Indonesian students mostly experience about anxiety of making mistakes. They are afraid when they want to speak English with their partner in the classroom.

Speaking skill is considered as the most difficult skill for English learners in Indonesia. It is because Indonesian learners learn English as

[6] Penny Ur, *A Course In Language Teaching*, (Cambridge University Press, 1996), p. 121
[7] Farhana Nawshin, *Problems in Teaching Speaking in Traditional ESL Classroom,* (Bangladesh: 2009)p.17

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foreign language which has different formula of sentence construction. Scott Thornburry stated that *"the process may be complicated by a tendency to formulate the utterance first in the first language and then translate it into the target language"*.[8] In other word, Indonesian learners tend to translate Indonesian language as their mother- tongue to English which has completely different formula when they want to speak English. Furthermore, limited time and opportunities make the learners less practicing speaking in the classroom. It becomes an obstruction for the students to train their ability in speaking.

According to Marriam Bashir, there are five stages for English learners in mastering speaking skill. Those are pre-production, early production, speech emergence, intermediate fluency, and advance fluency. For example, in pre-production, it is explained that English learners only listen and rarely speak. When they try to speak, they just repeat what others people say and use gestures to strengthen what the meaning of the information. They only have some vocabularies that they know.[9] From the explanation above, there must be always problems encountered by learners. And those problems need to be known by teacher in order to find the most suitable method or technique where the students can practice it effectively and appropriate.

The students absolutely face problems in learning English. There are two problems in learning speaking according to Sadtono in a thesis of

[8] Scott Thornburry, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p.28
[9] Marriam Bashir, p36

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Kurniasari, those are linguistic factor and non-linguistic factor.[10] Linguistic factor is factor that related to language, such as; pronunciation, grammar, vocabulary and language culture background. Non-linguistic factor is factor that unrelated to language, such as; the student, the teacher, method, material, facility and motivation. It is like a statement of Mahendra Abu Rizal, the third semester students of English Teacher Education Department. He says that in learning speaking, he faces a problem like nervousness in speaking because he is afraid of making mistake in grammatical structure. He is also sure that all his friends in the same speaking class face problems in learning speaking, but he thinks that problems which are faced by his friends not all the same as his problems.[11] Based on the background of the study above, the researcher desires to achieve the students' problems in speaking of English Teacher Education Department UIN Sunan Ampel Surabaya.

[10] Vida Kurniasari, *"Students Strategies In Learning English at SMP Negeri 8 Malang"*, thesis, (Malang: Library of Muhammadiyah University, 2006), p.1. unpublished thesis.
[11] Mahendra Abu Rizal (the third semester students of English Teacher Education Department). Interviewed on Tuesday 26th of August 2014 at 10.08 AM

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B. Statement of Research Problem

From the background above, the researcher decides the problems of this study are:

1. What are the speaking problems faced by students of English Teacher Education Department at UIN Sunan Ampel Surabaya?
2. What causes the students' speaking problems occur at English Teacher Education Department UIN Sunan Ampel Surabaya?
3. What is the dominant students' problem in speaking at English Teacher Education Department UIN Sunan Ampel Surabaya?

C. Objective of the Study

According to the research question above, the objective of the study are:

1. To know the speaking problems which are faced by students of English Teacher Education Department at UIN Sunan Ampel Surabaya.
2. To describe the causes of the students' speaking problems which occur at English Teacher Education Department UIN Sunan Ampel Surabaya.
3. To find out the dominant students' problem in speaking at English Teacher Education Department UIN Sunan Ampel Surabaya.

D. Significance of the Study

The researcher hopes this research will have a good impact for the students and teacher of English Teacher Education Department where they can understand what the problems in speaking and also the causes why the problems appear. From this research, teacher will get information about the

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students' problems; with the result that teacher can apply the appropriate strategy in teaching speaking. From this research, researcher hopes to readers and researcher himself can get more knowledge about the problems faced by the students of English Teacher Education Department.

E. Scope and Limit of the Study

This study researches about problems faced by students of English Teacher Education Department which focus on linguistic factor, such as; pronunciation, grammar, vocabulary and language culture background. From the problems obtained, the researcher analyzes what problems occur in speaking of English Teacher Education Department and then finds out a dominant problem which is faced by students of English Teacher Education Department.

The scope and limit of this study are first, third and fifth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya. Each semester is taken six students which are divided into three groups those are two students in lower speaking ability, two students in middle speaking ability and two students in higher speaking ability. This study focuses on students' problems in speaking, especially internal problems which are faced by the students in the class or the area UIN Sunan Ampel Surabaya and then describes the causes why the problems occur.

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F. Definition of Key Term

The researcher wants to avoid misunderstanding by defining the key terms of this study as follows:

1. Speaking problem

   Speaking problem is something difficult which occurs and obstructs learners in developing speaking skill. In this research, speaking problems is the difficulties Such as inhibition, nothing to say, low or uneven participation and mother-tongue use which are faced by students in learning speaking English.

2. Students

   Students in this research are people who learn English especially speaking English at English Teacher Education Department UIN Sunan Ampel Surabaya. Students who still learn speaking English actively at English Teacher Education Department UIN Sunan Ampel Surabaya.

3. Dominant

   Dominant in this research means a largest case which has influence to the students who experience some problems in learning speaking at English Teacher Education Department UIN Sunan Ampel Surabaya.

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