

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has an important role in the era of globalization as a means of international communication because people do not only communicate with those who come from the same country, but also with those who come from different countries. In Indonesia, English has been chosen as a foreign language to be learnt as a compulsory subject in junior high school until senior high school. It is because English as a global language, where the language is recognized and understood by people everywhere. From the phenomenon above, the government put English in the curriculum to draw up the young generation for facing the global era. Curriculum is the course that is applied in teaching and learning activity in an educational institution. Besides, Curriculum sets all about the educational activity.

It is known that the curriculum has been changed from many years and the latest curriculum for Indonesia's education is the 2013 curriculum. This curriculum will develop learners' speaking, listening, reading, and writing skills in English.

According to the 2013 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. There are four skills that must be mastered in English, namely reading, listening, speaking and writing. From the statement above, it can

be said that all abilities are very important to master in learning English. It is because the skill has different meaning but has the same purpose, which is increasing the creativity of language. Speaking is one of the language skills that should be mastered by the students at junior high school.

Speaking skill has a very important role because it is used as a tool to communicate. Ur (1991) said that from the all four skills, speaking is considered to be able to be the most important skill. That is because speaking is one of the abilities to carry out conversation. The students should have the ability of English speaking in order that they can communicate with others. Therefore, students are strongly advised to frequent practice speaking in English. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In this case, there are still some students of eighth grade especially in class 8.3 at SMP Negeri 6 Malang have some of the problems faced in learning speaking. Thus, the problem is a question proposed for solution, anything which is required to be solved or done. Zhang (2009) argued that speaking as remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Skeffington (2004) pointed out that there are some reasons that make students difficult to speak in speaking class among EFL learners: They are peer pressure, lack of motivation, and lack of

support. One of these reasons is that the students are not confident in their ability to speak, perhaps because they are shy or afraid of making mistakes that is ridiculed by their friends. According to Harmer (2007) feeling ashamed of being laughed at by others, also can block students speaking.

Thus, the students must have a high motivation in learning speaking to improve their ability to speak English. According to Brown (2000), it is said that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. When the students have a big motivation in learning speaking, then they will achieve their goal in speaking ability. Meanwhile, when the students have a low motivation, then they will fail in reach their goal in speaking. So, the students are able to speak fluently or not it is depending on their own motivation. Moreover, the students get some troubles in performing their speaking competence because there are reasons related to classroom atmosphere, and student's lack of linguistic knowledge, such as grammar and semantic rules, limited vocabulary and unfamiliar English pronunciation.

Those problems in learning speaking of the English language skills must be solved in order not to be a big problem for them in learning English, where the ability to speak English is very important and necessary to support the activities of learning English in the classroom. Thus, the students must have a way or strategies to overcome these problems such as paraphrasing their sentences and using gesture to deliver their meaning. These efforts are called communication strategies. According to Littlewood (2002) communication strategies are ways that learners use in copying with the situation to get across the meaning, where

foreign language learners face difficulties to deliver their intentions in communication.

It is also supported by the teacher who has an important role in helping students to overcome the problems. As stated by Brown (2000), some of the roles are as a controller, conductor, manager, facilitator, and resource or consultant.

Teacher is the one who is expected to help the students whenever they find problems in learning. According to Ur (1996) there are some ways as a solution in which teachers can help students deal with difficulties in speaking activities. They are record into parallel: group work, easy language, interesting topic, clear guidelines, and English monitors. So, for the conclusion the teacher must have various teaching strategies in the class to avoid students' bored on learning speaking.

Therefore in this study, the researcher would like to find out the problems of eighth grade students at SMP Negeri 6 Malang by using Skeffington (2004) theory because all the points in that theory are suitable for this study, while the students' efforts to overcome the problems use Littlewood (2002) theory because the classification of communication strategies are suitable for this study and also the teacher's strategies to help the students to overcome the problems by Ur (1996) theory because the solutions to reduce speaking problems are suitable for this study.

The problems in learning speaking faced by the students in one school might be different from other schools. For that reason, the researcher chooses the study at SMP Negeri 6 Malang of eight grade students' especially in class 8-3

because during the preliminary study through interviews the teacher said that there are still many problems faced by the students in learning speaking and it can be seen from the list of students' speaking score (see Appendix 15) where there were 13 students who get score below KKM (*Kriteria Ketuntasan Minimal*) provided the score of 75 in speaking English. The factors that caused students difficulty in learning speaking are embarrassed, fear of making mistakes, lack of grammar, vocabulary and pronunciation. So, the writer conducts a study entitled "A Study on Students' Problems in Learning Speaking at SMP Negeri 6 Malang".

For the future, the findings will be expected to be useful for the English teachers to better know the problems faced by their students and also can use appropriate strategies to help students in overcoming the problems of speaking. For the students, they are expected to be more critical and more aware of the problems they face in learning speaking so they can attempt to resolve the problems. For the future researchers, they can conduct further research on investigating the problems faced by the students in learning speaking in other schools and also more strategies used to overcome the problems of speaking.

1.2 Problems of the Study

The research problems of the study are formulated in the following questions:

1. What are the problems faced by eighth grades students at SMP Negeri 6 Malang in learning speaking?
2. What communication strategies do eighth grade students at SMP Negeri 6 Malang do to overcome the problems?

- 3. What does the teacher do to help students to overcome the problems?

1.3 Objectives of the Study

The study has the objectives as follow:

- 1. To find out the problems of the eight grade students at SMP Negeri 6 Malang in learning speaking.
- 2. To describe the communication strategies of the eight grade students at SMP Negeri 6 Malang to overcome the problems.
- 3. To describe what the teacher does to help students overcome the problems.

1.4 Definition of the Key Terms

To avoid ambiguity and to guide this research easier to be investigated, it

is necessary to explain the definition of key terms below:

- a. **Speaking:** speaking is very important thing to make a contact and good communication with others.
- b. **The problems in learning speaking:** the difficulties encountered by the students in expressing their ideas orally based on Skeffington theory.
- c. **Students' communication strategies:** the strategies employed by the students in overcoming the problems of speaking based on Littlewood theory.
- d. **Teacher's strategies:** the strategies undertaken by teachers to help students in dealing with their problems in learning speaking based on Ur theory.