CHAPTER I

INTRODUCTION

A. Background of Study

Bloomfield in Kurniasari states that English is used widely all over the world. It is used for business, diplomacy, science, culture, and education\(^1\). So mastering spoken English is very important. Besides we have entered globalization information and free market era. Information from abroad comes rapidly and freely. Most of them use English as a spoken language, although they do not come from England, America or Australia. Hence, if we want to communicate with them we have to be able to use English, at least orally. It is not enough to master English structurally.

Nowadays, English is already taught as local content subject at elementary school in Indonesia. In addition, English has been taught in junior high school to university as compulsory subject. This fact proves that English is important to be learnt by all students. In studying English students develop all skills, there are 4 basic skill competence that student should master; they are writing, listening, reading and speaking, every skill has its own goal to be reached as the requirement of English mastery.

The goal of writing skill is to make students have an ability to make good essay that is semantically and grammatically correct. Listening skill requires the students to comprehend the material through listening to direct conversation or all multimedia.

aids. The skill expects the students to have good ability in listening to the material and also understanding what they have heard. In reading skill, students are expected to have ability to comprehend the reading passage and read well. Speaking skill focuses on the students' ability in producing English orally as good as they speak their native language.

One of the language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill, because its essential role in facilitating learners to master English. It enables students to express themselves creatively, imaginatively and to communicate with other effectively. According to McDonough and Shaw in Nunik “In many context, speaking is often the skill upon which a person is judged at face value. In other word, people may often form judgements about our language competence from our speaking rather than from any of the other language skills”.

The condition in our country, however, shows that only few students can speak in the target language with confidence even after learning the language for six years or more. Most of the students are able to understand English text, but they have no ability to speak and communicate in English.

According to French in Athena state speech is consider to be the foundation of language work. In learning a foreign language, therefore, students should be

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provided with materials and the condition that can help them to speak in the target language.³

So far, from four skills that students have to learn, the most difficult skill is speaking subject. According to Mc Donough and Shaw in Nunik, “Speaking is a process difficult in many ways to dissociate from listening”. The difficulties may be caused by shyness or personality factors. And another factors that makes speaking does not run well is the difficulties in pronunciation, stress, intonation or overall rhythm.⁴

The students may have problems to speak English in class, but they create some ways or strategies to overcome their problems in learning speaking. Fulcher has stated:

Learners use achievement strategies when they wish to express themselves but they have problems because they lack the knowledge of the language (grammar or vocabulary) to communicate. The learner tries to overcome this lack of knowledge by finding ways around the problems.⁵

The theoretical above is supported by some researches.

Those researches were conducted by Vida Kurniasari (2006) and Athena (2004).

In Vida Kurniasari’s research (2006), about students’ problem in learning speaking that was conducted at SMP Negeri 8 Malang and took 40 students of grade

VII and 40 students of grade VIII as the sample. The result show that students grade VII and grade VIII thought that speaking is vary important, and they have done some effort in order to improve their English. The general problems that faced by students’ grade VII and VIII were about vocabulary and low motivation. The others had problems in grammar, mother tongue use and low self confidence. Their ways to solve their problems in learning speaking were making conversation with their friends everyday, learning and memorizing vocabulary, making notes about vocabulary and grammar, joining some courses, and problem related to low motivation and self confidence, students try to keep motivation by keeping their selves active, and learning speaking more creatively by joining English course and English conversation club. The instruments used in her study were questionnaire and interview.

Athena (2004), in her research about students’ non linguistic problems in learning English speaking that was conducted at SMP III Probolinggo and took 23 students of the second years as the sample, concluded that the students faced some problems in learning English speaking, and they had tried some effort to overcome those problems. To solve the problem related to the students' low motivation and low confidence, the students tried to keep their motivation by keeping themselves active, trying to motivate themselves, and learning speaking more creatively by joining English courses and English conversation clubs. Meanwhile, to solve the problems of unattractive materials, the students tried to discuss the difficult material to improve their understanding. Besides, to solve the problem of the ineffective media, the
students suggested that the media must be familiar, appropriate with the topic, and up to date. The last one, to overcome the method problem, the students suggested the teacher should apply various methods in teaching English speaking. The instruments used in her study were questionnaire and interview.

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problem in learning speaking is very important. So that the speaking class will run well.

By taking into account all the aspects above, a study on students' strategies in overcoming speaking problems in speaking class of second semester at English department Tarbiyah Faculty IAIN Sunan Ampel Surabaya is consider to be worth conducting. The result of this study is expected to provide valuable contribution to the betterment of the English learning.

B. Statements of Problems

Based on the background of the study above the writer of this thesis formulates the following problems, they are:

1. What problems do the second semester students’ of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya face in learning speaking?
2. What are the causes of the problems faced by the second semester students’ of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking?

3. What are their strategies in overcoming such problems?

C. Purpose of Study

The purpose of the study is to find out:

1. The problems faced by the second semester students’ of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking.

2. The causes of the problems faced by the second semester students’ of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking.

3. The strategies used by the second semester students’ of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in overcoming those problems.

D. Significance of Study

The writer expects that the result of this study will be a valuable input for both lecturers and students of English Department in overcoming speaking problems. For the students this thesis will enrich their knowledge about students’ problems in
learning speaking and the strategies to solve them. Meanwhile, for the lecturers, it is hoped that they would apply an appropriate way in teaching speaking.

E. Scope and Limitation

Among the language skills such as: reading, writing, listening, and speaking, the writer only works on speaking, especially students’ strategies in overcoming speaking problems. The writer wants to investigate the strategies used by the students’ in overcoming speaking problems. The students who become the population are the second semester students’ in English Department of Tarbiyah Faculty at IAIN Sunan Ampel Surabaya. They are chosen because they have taken Speaking 1 subject, and they are considered to have some problems in speaking.

F. Definition of Key Terms

To avoid misunderstanding of the key terms used in this study; they are defined as follows:

1. *Students’ strategies*: the method and activities that will be used by students to attain the goals (Richards; 2001)

2. *Overcoming*: to get the better of in competition, struggle (The New Thesaurus; 2002). In this study, overcoming is considered as an effort to make speaking skill is better.
3. *Speaking*: an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown; 1994).

4. *Problem*: something that is difficult to deal with or understand.

5. *Speaking problem*: something difficult in an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown; 1994 and Oxford Dictionary; 1995)

**G. SYSTEMATIC OF THE STUDY**

This study consists of five chapters. It begins with chapter I discusses the introduction of this study. It includes: the background of study, problems of study, purpose of the study, significant of study, scope and limitation, definition of key terms, and systematic of study.

Following the introduction is chapter II, which is review of related literature. In this chapter divides in the discussion of second language acquisition, the important of speaking skill, speaking learning activities, problems in learning speaking, linguistic problems, non linguistic problems, another possible problems, and learners strategy.

The next is chapter III, consist of research design, population and sample, data instruments, data collection, and data analysis.
The analysis of the collected would be done thoroughly in chapter IV, which is analysis of the study, which provides the findings and discussions. Finally the researcher concludes all the result of the analysis and provide it in chapter V that consist of conclusion and suggestion.