CHAPTER I
INTRODUCTION

This chapter will discuss the background of this study. The purpose of the study will be explained in the objective of the study. The usefulness of the result is the content of the significance of the study. The scope and limitation of the study explains about where the data will be taken and what does the writer focus on. The last part of this chapter will present the definition of key terms to the readers in order to comprehend the content of the study.

A. BACKGROUND

Nowadays is globalization era which means that, almost there is no distance among the countries, except in political and security aspect. It also means that each country is able to have relation with other countries in science, technology, trade and etc. Language is a form of communication whether spoken, written, or signed, that is based on a system of symbols. It consists of the words used by a community and the rules for varying and combining them, we need language to speak with others, listen to others, read and write. When we talk about have relation or cooperate with other countries, we need a foreign language which is claimed and used in the whole of the world. I believe all of you are agree if English is the answer. It is used both in writing and speaking.

For example in writing, first, there are many books which are written in English, such as Psychology, Science, Chemistry and etc. as stated in step on English comprehension, English is not only an international language, but also a science one, it means we can find many science books which are written in English. Second, there are many public facilities which use written warning in English. For example, we can find many board warnings use English in international airline\(^2\). Third, in our country the government has suggested for mastering English, it not only includes as a subject in the school, but also in the final examination.

Then in speaking, English is very important, these are the following reasons:

1. First, English is an international language which means people from all over the world communicate with it\(^3\), for example: when you go abroad you speak with the foreigner by using English.

2. Second, Indonesia has many tourism resorts such as Borobudur temple, tourism resorts in Bali, beautiful beaches, and so on. Many foreigners come to our country to see the beautiful places in Indonesia. So we must be able to communicate with them using English.

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\(^2\) Central for language, step on English comprehension,(Surabaya: state institute for Islamic studies,1994),page 1

\(^3\) it was taken from Http://answers.yahoo.com at fifth of April 2009
3. there are many foreigners who come to Indonesia for opening companies, then they need someone who can speak English to communicate with them.⁴

In fact, most of Indonesian can not speak English, most of them go abroad only becoming unskilled worker, they do not become a leader of company or have a high position in the company, it happens since they can not speak English, especially the students in Indonesia, they have learned English since they are in the kindergarten until senior high school, or even until university level, however, they can not speak English. According to the book of psychology, there are two critical periods of learning language:

1) First, at the age from birth until two years old.
2) Second, at the age from ten until sixteen years old⁵.

From the data we know that students in junior high school get critical period in learning language which means that they have got much vocabulary of English.

In fact many students who have graduated from junior high school are unable to speak English.

This data is based on my own experience when I got PPL in MA Darul Hikmah Kedungmaling, Sooko Mojokerto at fourteenth of July until fourteenth of September 2008. I taught in the first class for about two months. When I taught them, I spoke both in English and Indonesia, however, when I spoke English, they

⁴ it was taken from Http://NewsRSS2.0Trackback at fifth April 2009
⁵ Psycholinguistic, ( Ohio: Ohio University,2004), p.9
protested me. They said to me that they did not understand about my speech, although I translated it into Indonesia. The point was, they did not like when there was someone who spoke English. When I asked them to speak English, they also refused it.

I have motivated them by telling them that English is very important in this modern era, I also have given them opportunities by giving them dialogues, then I asked them to practice the dialogue, they did not want to do it. In addition, I asked them to use simple expression or simple sentences during English class, such as “May I borrow your pencil?” or “Miss, I want to go to toilet” however, they did want to use those little expressions.

Based on those realities above, I want to find out what factors cause the students unable to speak English.

**B. PROBLEM OF THE STUDY**

According to the reality which has explained above, my research will focus on these two problems:

1. What factors do cause the students’ inability to speak English during the English lesson?
2. What is the most dominant factor of inability of students’ speaking during the English lesson?
C. OBJECTIVE OF THE STUDY

1. To identify the factors which cause the students’ inability to speak English during the English lesson.
2. To identify the most dominant factor which causes the problem.

D. THE SIGNIFICANCE OF THE STUDY

The significance of the study is to analyze what factors cause the students unable to speak English in English class. I also hope this study, the reader, particularly teachers, will be able to find out the appropriate technique for the students, in order to students in our country are able to speak English, not only in the English class, but also outside of the class, or wherever they are.

E. SCOPE AND LIMITATION

This study will focus on the factors which cause the students’ inability to speak English during the English lesson. I will take the data from the first and second grade students of Ma’arif Senior High School 4 Driyorejo, this school also called as SMA YPM 4 Driyorejo. I do not include the third class, since they were having holiday, after doing the national final examination.

F. DEFINITION OF KEY TERMS

1. Contributing factors: The things which cause most of the students do not want to or unable to speak English during the English class.
2. Inability: Enable to speak, which means, the students can not answer the teacher’s questions by using English, for instance, when their teacher asks them “what page is our lesson today?”, or “have you finished your work?” they can not answer it in English, they speak Indonesia.

3. Speaking English: Students speak by using English to participate and interact with their friends and their teacher during the English class.