

CHAPTER I

INTRODUCTION

A. Background of Study

There are many language in the world, one of them is English. The different growth of a language makes it the most popular among the other international language. Nowadays, there are no part of the world affairs know nothing about English. International affairs such as education, economic, sport, science, medicine, and security, always involve English as the medium.

English is a language skills that must be mastered in this communication and globalization era. English language learning in Junior High School is the important subject as part of students self-development. After the completing the study, they are expected to be able to grow and develop as an intelligent individual, skilled and characterized as provision for the future life.

Furthermore, language becomes an important thing, and people around the world use it. It is a gifts from the God to human beings as it is said in the Holy Qur'an in surah Ar-Rum verse 22 as follows:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ لِآبَائِكُمْ لِلْعَالَمِينَ

The verse explains that Allah creates many different language in this world. It is also explain that the source of human life is language. It needs language in order to make the same understanding when communicate each other. So, people need to teach English particularly the students in the school.

English as a formal subject is given to Junior High School level, which the goal of teaching and learning English for this level are improving four English skills.

They should be able in receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students (Brown, 2010:160).

In listening skill, according to Kral (1994: 190) listening is considered difficult for the students. The evidence that shows why listening is difficult comes mainly from four sources; the message to be listened to, the speaker, the listener, and physical setting.

Besides, Hammer (1983:153) states that reading is an exercise dominated by the eyes and the brain. It means that readers do not only read the text but also understand the meaning of written text being read. Reading means transferring information between the writer to the reader. In KTSP curriculum, the competence standard of reading at junior high school is understand functional written text and simple short essay in the form of descriptive and recount related to around environment. It means that the student be able understand the text had they read in the book about the description around environment and the student be able to understand about what they read.

In learning English skills, we also learn about English component. There are three English components; Grammar, Vocabulary, and Pronunciation. Grammar is something that can be considered as a rule structure in language. Brown (2000:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In place of “words”, he could, for more specify, has said “morphemes”, but for the moment just remember that the component of words (prefixes, suffixes, roots, verb ending, etc.) are indeed as part of grammar.

Grammar tells us how to construct the sentences. Grammar used in every skill on English language.

Meanwhile, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, read, and write (Richards and Renandya, 2002:255). It means that vocabulary is completely important part to be expert in learning certain language including English. This is because in using language to express idea and communicate with one another, someone uses words. Then, pronunciation (also know as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra segmental features such a stress, rhythm, and intonation (Richards and Renandya, 2002:175).

It can be concluded that, English skills cannot be separated with the English component. In speaking skill, the speaker had to pay attention in using grammar, choosing vocabulary, and how to say that using good pronunciation. In reading skill, the reader had to know the meaning of the vocabulary used on the text, knowing the grammar used on the text, and read the text with good pronunciation. In writing, the writers had to know the time when they write or the tenses they used in arranging sentences, and choose exact vocabulary. In listening skill, the listeners had to listen carefully. Because if the listeners do not know the grammar used in the sound, they will getting wrong information. Then, listeners should pay attention in vocabulary used by speaker in the sound, and how the listeners know the pronunciation used by the speaker in the sound.

This research is concern in the student problems in learning English receptive skills. The significance of this research is could be know the students' problems of

students' in mastery vocabulary, pronunciation, and grammatical that always used in every skill in English. Research on student problems in learning English skills is very important for teacher as a reference and knowing their students problems in learning English and the teacher could to applying some method to solve the student difficulties in learning English receptive skills. From here student will get the solution for their problems.

English skills is important thing in basic when learning English and the most skill that used in daily activity. The writer conducted this research on the eight grade at SMPN 20 Banjarmasin. The writer choose this school because the students coming from primary school who have been studied and have yet to learn the English. Researcher hope from the research that will be conducted in that school will give good result in improving student ability in their school. Especially to solve the problems and students' difficulties in learning English skills in each schools.

Here as some previous studies related to this problem. The first research was written by Suprayitno (2014) entitled *The Survey of The Students' Difficulties in Learning English Skill at Sumbergempol District on Tululungagung in Academic year 2013-2014*. The previous study has similar with this problem. In previous study the researcher talked about students' abilities in learning receptive skills and students' problems in learning receptive skills. The result of study showed that category of students' problems in English skill, especially in receptive skills. The most of difficulties in listening, 64% of respondents difficult in got the message when they have hear soft sound or voice and the most of difficulties in reading, 62% of respondents difficult in translate each word in a text.

Other some previous studies related to this problem. The second research was written by Normayani (2015) entitled *The Students's Difficulties in Listening to Monolog Texts at the Eleventh Grade of MA.MIP Habirau Tengah Neraga Academic Year 2014-2015*. In this previous study the researcher talked about students' difficulties in listening to monolog texts and the dominant category of students' difficulties in listening to monolog texts. The result of study showed that the students' have difficulty in listening to monolog texts that categorized in average category.

The third research was written by Putri (2014) entitled *The Difficulties in Reading Comprehension at the Eight Grade of MTS Nurul Islam Banjarmasin Academic Year 2013*. In this previous study the researcher talked about students' difficulties in reading comprehension and the factors that influence students' difficulties in reading comprehension. The result of study showed that the students' have difficulty in reading comprehension and the factors that influence reading difficulties about students' interest, students' attention, students' opinion, and etc.

Therefore, the writer investigated the students' problems in receptive skills. Thus, the writer conducted a research entitled **“Students’ Problems in Receptive Skills Achievement at the Eight Grade of SMPN 20 Banjarmasin.”** Comparing to this thesis, the writer found similarity and diffence with topic that will be researched.

B. Research Question

Based on background above, the writer will formulate the problem that will be explained in this research into these following questions:

1. How are the Students' Receptive Skills Achievement at the Eight Grade of SMPN 20 Banjarmasin?
2. What are the Students' Problems in Receptive Skills at the Eight Grade of SMPN 20 Banjarmasin?

C. Objective of Study

Based on the background study that the writer explained before, the objective of the study are:

1. To know Students' Receptive Skills Achievement at the Eight Grade of SMPN 20 Banjarmasin
2. To investigate the Students' Problems in Receptive Skills at the Eight Grade of SMPN 20 Banjarmasin

D. Significance of Study

In Theoretically the result of this study its expected to give worthy contribution for the science in English receptive skills, especially for Junior High School, because the way of learning at primary level is very different with the second level.

The students have to know their problems in receptive skills. By knowing their problems and solve their problems. For the teacher, The outcome of the study will serve as feedback for them about the problems of English learning implementation at

these Junior High Schools. By knowing the problems, they may hope that they are motivated to discover ways to solve them. Moreover, the future research has a new reference about the problems in receptive skills.

E. Definition of Key Terms

The writer hopes that there is no any misinterpretation. Hence, it will be necessary to explain some terms in the title as follow:

1. **Student's problems** mean difficulties of students in achieving goals. Students admitted and have difficulties in mastering material learning and factor that influence student's problems.
2. **Receptive skills** are listening and reading, because learners do not need to produce language to do these, they receive and understand it.
3. **Achievement** measures the amount of academic content a student learns in a determined amount of time.