

CHAPTER I

INTRODUCTION

A. Background of study

Humans are social beings who need the interaction of fellow groups or individuals in exchanging thoughts, feelings or desires both verbally and non-verbally. To interact, every human being requires good communication so that what is conveyed can be conveyed properly and correctly. Communication is one way that humans can connect with other individuals or groups. Communication is used in business, teaching and learning processes as well as in cooperation between countries. The communication used in cooperating with other countries is in the form of language.

As it is written in the Qur'an Surah Ar-Rahman Verses 1-4,;

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

In this verse it is explained that Allah created Human. Then Allah taught Human to be good at talking about what is in his soul and what his brain thinks. This verse describes the favor that Allah has given to humans, namely the pleasure of speaking. In this verse explains that humans do need language as a communication tool so that humans can connect with each other. Every country in the world has a different language, one of the languages that is widely used by people in communicating across countries is English.

The urgency of learning English in the era of globalization which is characterized not only by openness but also by dependence and competition between nations as well as the rapid flow of information that makes every individual must pay attention to how to use English to communicate well as a common language in the world. The importance of English as the language of communication in the world, makes English one of the subjects in education around the world. Indonesia is one of the countries that make English as one of the subjects that must be taken in education in Indonesia. English learning in Indonesia is taught as a subject at various levels of education such as elementary school, junior high

school, senior high school and also at universities, even English is tested in the National Examination at the junior high and senior high school levels. In the process of teaching and learning English in Indonesian, students will be taught four skills, those are; listening, reading, writing and speaking. These four skills in English must be mastered by students because these skills are related to each other. In the teaching and learning process all skills have an important role in the success of the teaching and learning process.

In the four language skills that are taught, speaking is an ability that must be possessed by students, this is because speaking is a communication tool. As stated by (Brown, 2007), in the twenty-first century English teaching and learning is promoted not only in terms of structure and patterns in language but as a means of communication. Seeing the usefulness of speaking in the world of English communication, speaking skills must be a concern in the teaching and learning process. According to Nunan, speaking is the most important part in life because speaking is a communication tool that can connect us with other people, good speaking skills can make us interact with many people. Some students make good speaking performance a goal that must be achieved in English.

There are several types of classroom speaking performance, (Brown, 2001) identify six categories of types of classroom speaking performance that should be done in the classroom. The first is imitative, which is listening and verbally repeating certain strings that can cause linguistic difficulties. Second is Intensive, that is every speech performance made to train some aspects of grammatical and phonological aspects of language that can be done independently or in groups. Third Responsive, namely activities in the classroom that encourage students to briefly answer questions made by teachers and students. Fourth is Transactional, namely dialogue used in conveying information or exchanging opinions. Fifth Interpersonal, namely activities in the classroom that have the aim of establishing social relationships. Sixth Extensive or also called monologue which is expanded in speech, summary or oral report. These six components are a measure of students' success in speaking English classes. However, in some studies students have problems in performing English speaking in class, as done at SMAN 1 Karanganyar

by Riqqoh Fathin found problems that occur in students in speaking English. Problems that occur in speaking English will greatly affect the performance of students in speaking English in class.

According to (Richard, 2008) there are 3 problems that occur in students in speaking, namely Lack of vocabulary, poor in grammar and poor in pronunciation. Students can have difficulty in speaking English when they have this problem or also known as a linguistic problem. Problems in speaking will affect students' speaking ability. Students who have problems speaking English in class will tend to be silent and unresponsive or silent in front when they want to make a speech or even speak in English. This is because the speaking performance of students in the classroom to be bad. So that this problem must be immediately known by teachers and students so that they can be handled and also noticed so that they can get the right solution in the teaching and learning process.

Problems in students' speaking performance in English class were also felt by students of Madrasah Aliyah Nurul Hijrah Jorong, after observations were made by the researcher when doing KKN (Community Service Program) in Alur village. The researcher found that some students had problems speaking English in front of the class. After the researcher talk with the English teachers, the researcher found that many students had problems when doing dialogue in front of the class, even when presenting in groups there were some students who had problems speaking English. Based on the talk with teachers, the teacher is explanation that some students who had taken linguistic extracurriculars or often called Muhadhoroh (speech 3 languages) which was held by Madrasah Aliyah Nurul Hijrah, but when students appeared in front of the class they would only focus on books and not be free to do things convey a speech.

This problem makes the teacher still haven't found an effective ways because they still don't know the cause of the problems faced by students. The teacher also mentioned that some students who were silent while doing the dialogue or the students doing the dialogue had to use text and some others also had difficulty in pronouncing English. But this problem is not experienced by all students. There are some students who have good English speaking performance, by applying several

strategies such as using gestures to convey their goals and making sentences shorter but with the same meaning. These efforts are called communication strategies. According to (Littlewood, 1984) communication strategies are ways that learners use in coping with the situation to get across the meaning, when foreign language learners face difficulties to deliver their intentions in communication. The purpose of communication strategies is to overcome communication problems by applying some kinds of strategies.

Based on the description of the problems that occur above, the researcher wants to do a research on the students of Madrasah Aliyah Nurul Hijrah Jorong, so that the researcher can find out problems and strategy that can help student to overcoming problem in speaking performance . Researchers are interested in conducting research with the title **“STUDENTS' STRATEGIES IN OVERCOMING SPEAKING PROBLEM IN ENGLISH SPEAKING PERFORMANCE”** This study will focus on students' strategy in overcoming speaking problem in English speaking performance to find out the real problems in speaking performance at the first semester students of the eleventh grade students of Madrasah Aliyah Nurul Hijrah.

The researcher conducted research to the eleventh grade because this class was in the middle of class so that researchers can really find the problems that occur, not only because of students who have just transitioned from junior high school. The eleventh graders have received at least 1 year of lessons on English, so that in the eleventh grade the researcher will find out problems that really occur because of the problems faced by students.

B. Definition Key Terms

1. Speaking Problem

Speaking is one of the skills that must be possessed by students in learning English. Speaking skill is an ability that is used to express feelings, thoughts and ideas. Speaking is also a tool to communicate with many people, speaking is used in various communications for everyday life such as working, establishing business relationships or cooperation between countries. Speaking problems is when the

speaker does not master several components that must be mastered in speaking English, namely vocabulary, grammar, pronunciation and fluency.

2. Speaking Performance

Speaking performance is a process or activity of sharing knowledge, thoughts, ideas, treatments or interests through sound or words from articulation. In this study speaking performance is divided into two activities, the first is learning at school such as dialogue and presentation, the second is extracurricular activities at school, namely 3 language speech or commonly known as *Muhaddaroh*.

3. Students' strategies :

Students' strategies is a method and activities that will be used by students to achieve the goals. In this study Students' strategies is considered as an effort to make speaking performance is better.

C. Research Question

Based on the background mentioned earlier, Researchers formulated the research question as Follow :

1. What are the students' problems in English speaking performance ?
2. What are strategies used by the student in overcoming Speaking problems in English speaking performance ?

D. Objectives Study

The objective of the research are as follow :

1. To find out the students' problem in English Speaking Performance
2. To Know strategies used by the students in overcoming Speaking Problem in English Speaking Performance

E. Significance of study

Researchers hope that the results of this study can contribute to

1. Theoretically
 - a. The results of this study can be used as researchers in finding problems that occur in students in English speaking performance.
 - b. The results of this study are expected to help the teaching and learning process of students and also students so that they can find

out the problems that occur in speaking skills so that the right strategy can use.

2. Practicelly

- a. For the Teacher, this research can be used as information about problems that exist in students, so that teachers can determine the right method in teaching students to improve students' speaking skills and formulate appropriate lesson plans to improve students' speaking performance in English in class.
- b. For the student, this research serves as information for students about the problems that occur in students' speaking performance, so that students can find strategy to handle the problem
- c. For the School, this research serves as an evaluation of the teaching and learning process that applies in the classroom so that the school can improve and provide assistance to problems that occur in students in speaking English performance.