

CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role in our live, because with language, we can express our thought, feeling and idea. We can also communicate with other people. We cannot imagine something in our live without language, language itself has four skills, they are listening, speaking, reading and writing. Speaking is one essential skill that has to be mastered by language learners. To have a sound of it, let's analyze the important of implicit things which are shown when the language is used. There must be interaction and communication. A language would be felt very important to use when there are two or more speakers try to get through. That is one considered to be succesful language learner if we can use the language in a real communication. We are face with even viewer established standards of achievment then exist for aural comprehension.

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill,

which necessarily compromises the reliability and validity of an oral productions tests.¹

According to Robert Lado in his book language testing “speaking ability is described as the ability to express oneself in life situation or the ability to report acts or situation in precise words, or the ability to converse or to express a sequence of ideas fluently.”²

This research refers to the vision and mission of English Education Department that Becoming a leading and leading department at the international level in 2030 in the organization of English education by integrating scientific aspects and producing professional, Islamic, competitive, and entrepreneurial educators. Then also one of the mission is organizing professional English education with a global perspective. Therefore to support the vision that will produce professional and competitive students, speaking become the one important skill to improve students activities. The researcher will looking for the students problem itself in speaking English,

¹ H. Douglas Brown, *Language Assesments Principles and Classroom Practice*, (London: Longman 2004), p. 140

² Robert Lado, *Language Testing*, (London: Longman, 2001), p. 197-198

so they can improve their skill in speaking to reach the vision and mission.

Before deciding to investigate this study, the researcher has read some related literatures which have some points of similarities. However, the researcher strongly believe if this study still has a novelty which have not been explored by other researchers and it will give contribution to broaden the readers horizons. The previous studies was written by Hendra Heriansyah with the title Speaking Problems Faced By The English Department Students Of Syiah Kuala University. The writer collected data from the Third Semester students at the English Department who got the lowest passing grade in speaking class. The focus of the study wa on 10 students, selected from 25 students. From the result of interviews with speaking lecturers about the difficulties that speaking students had, it was found that the difficulties faced by the students in speaking were ‘difficulty speaking’, ‘lack of vocabulary’, ‘lack of grammar knowledge’, ‘afraid of making errors’ and ‘less active in speaking.’

It has been known Students can practice language with speaking, because speaking is an activity which follow almost all parts of body. Speaking or oral communication activity is an individual activity in trying to convey the message orally to others or community, which is called as audience. It means that without speaking in communication, someone will not get anything.

While in real life, the students have many problems and difficulties in speaking English although they have been learning English for many years. Even though speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others but the students still not confidence to speak English. So The problem is not in English subject, but the problems that come from themselves. That why the writer choose this topic because the writer want to know the problem of English Department Students itself whether the problem is the same with other research results or even has a different problem.

The writer will do the research on English Department Students of The State Islamic University Sultan Maulana Hasanuddin

Banten. The researcher state the title of this research is *Students Problem In Speaking English At Second Semester* (A Qualitative research on the English Education Department of State Islamic University Sultan Maulana Hasanuddin Banten).

B. The Identification of the Problem

Based on the description in previous part, there are some problems that can be identified as follows:

1. Students have the difficulties in Speaking English.
2. Students less confident to Speak English.
3. Students are lack of fluency and grammar.
4. Students are lack in vocabulary.
5. Students fear of making mistakes.

C. The Limitation of the Problem

From the identification of the problems above, the writer will limited the problem as follows:

1. The writer will focus at second semester of English Education Department Students.
2. The writer will research difficulties of speaking at second semester students.

D. Research Questions

Based on the background above, the writers identify the problem.

The problem above, can be formulate as follow:

1. What are the difficulties of students in Speaking English?
2. What are the factors that make students feel difficult?
3. How do students overcome those problems?

E. Aims of Study

In this research, the writer determines some purpose of this research. Back to background of problem above, the purpose in this research are followed:

1. To know the difficulties of students in speaking English.
2. To know the factors that make students feel difficult in speaking English.
3. To know the way of students to overcome those problems.

F. The Importance of the Research

1. For Research

It can be used to improve student's speaking skill.

2. For Students

This research can make students more active in speaking English.

3. For Lecturer

It is important for the lecturer to know the students problems in speaking English.

4. The Further Researcher

This study is expected to give new knowledge and experience to the further researcher to do the better research of study cases.

G. Organization of Writing

This paper is divided into five chapters:

CHAPTER I : INTRODUCTION in which the writer explains background of the study, identification of problem, limitation of the problem, problem of the study, the aims of study, the importance of the research and the clarification of the terms.

CHAPTER II : THEORITICAL REVIEW that consist of, the review such as speaking ability, speaking as a communication, types of speaking, purposes of speaking, factor

influence speaking and students' common difficulties in speaking English.

CHAPTER III : METHODOLOGY OF THE RESEARCH, this chapter contains research method, place of research, the subject of the research, technique of data collection and the technique of data analysis.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION the writer describes the result of the research after analysing the data with observation, interview and documentation.

CHAPTER V : CLOSING the writer gives the conclusion and suggestion for the next research.