CHAPTER I

INTRODUCTION

This chapter presents the background of this research, statements of the problems, aims and significance of the research, preview of research methodology, and organization of the paper.

1.1 Background

Acquiring foreign language is one of requirements to be successful in many fields in a global era because by acquiring the language people can communicate easily all over the world. As the most used language, English has a great role in uniting people worldwide for many purposes. Because of that fact, it is important for people, especially Indonesians, to master English skill. For the sake of communication, speaking becomes an important skill that should be mastered. Recent research in second language acquisition finds that speaking is a main factor in forming learner's language development (Hadley, 2001: 230). Furthermore, Hadley (2001: 230) asserts that in the twenty-first century, second language speaking ability can be an important benefit for anybody looking for a job in business and industry.

The requirement to acquire English speaking skill is opposite with the fact that many graduates from Senior High School in Indonesia can not speak English, even to introduce themselves, after learning English for at least six years (Frans, 2007 in *http://kursusinggris.wordpress.com*). There must be some aspects which

cause this problem; one of the aspects is that the students face some difficulties in speaking English. This is a common thing because English is a foreign language in Indonesia, in which the students are not accustomed to speaking English with their community. This fact is in line with Pinter's statement (2006: 55) that one of the biggest challenges for all language learners is to speak fluently and correctly because to master speaking skill, the students must speak and think at the same time.

Moreover, English has different language pattern with Indonesian, so it is possible for Indonesian students to be influenced by their native language while speaking English. According to Ellis (1986: 6) that most of difficulties faced by second language learners are caused by their first language.

In term of learning, facing some difficulties or making any mistakes is common; the most important thing is how the students deal with such problem. There are many kinds of strategies that the students might use to make their speaking more fluent, for example by doing practice with their friends, listening to English songs, watching English movies, etc. Despite all the strategies, the most important one is the strategy which comes from themselves. It is possible for students to use their interlanguage in delivering message and making people more understand what they are talking about. Ellis (1986: 8) argues that second language acquisition is similar to first language acquisition depending on the strategies that learners use. In addition, Hadley (2001: 7) asserts that effective strategies to employ in communication are guessing, and using gestures.

Based on theories and findings stated, the writer will observe kinds of difficulties which are encountered by SMAN 8 Bandung's students and types of strategies they employ to solve their speaking difficulties. Since the most important thing in solving problem is by knowing the problem and finding the solution, this research is not only aimed to observe the students' speaking difficulties, but also reveal their strategies in solving speaking English difficulties. Hopefully, this research can help solving speaking problems which are faced by many Indonesian students.

1.2 Statement of Problems

Research problem of the study is formulated in the following questions:

1.2.1 What kinds of difficulties that the students face in speaking English?

1.2.2 What kinds of strategies that the students use to help them solving their difficulties in speaking English?

1.2.3 Are the strategies effective in helping the students to solve their difficulties in speaking English?

1.3 Aims of the Study

The aims to achieve in this study are:

1.3.1 To find out the students' difficulties in speaking English

1.3.2 To find out the students' strategies in solving speaking English difficulties

1.3.3 To see whether or not the strategies are effective in helping the students to solve their speaking English difficulties

1.4   Significance of the Study

The results of this study are expected to:

1.4.1   Present the view of students' difficulties and strategies in speaking English

1.4.2   Help solving problems of the lack of speaking skill owned by Senior High School students

1.5   Scope of the Study

This study is limited to two primary points. The first is difficulties that the students encounter while having speaking test, and the second is strategies that the students use to solve the problems. Other aspects besides the main points are not investigated or discussed further.

1.6 Methodology of Research

1.6.1 Research Design

The method used in this study is a qualitative research, in which the researcher collects the data and observes the participants directly. Sugiyono (2007: 1) says that qualitative research is used to observe the object naturally; in which the observer's role is as the main instrument, the data

collection technique is triangulation, the data analysis is induction, and the observation result focuses more on the meaning than the generalization.

1.6.2 Participant of the Study

The participants of this study are 40 students of class X-6 of SMAN 8 Bandung who are chosen deliberately. This research held in the second semester of the study.

1.6.3 Data Collection Procedures

In collecting the data, observation and questionnaire are employed. The observation is employed to see how the students speak English when they have speaking test. Meanwhile, questionnaire is conducted to get more data about the students' English learning experience related to their speaking skill.

1.6.3.1 Observation

The researcher does direct observation to get more reliable data of the research by observing the participants directly during their learning activity.

1.6.3.2 Questionnaire

Questionnaire is intended to ask the students about their experience in learning English especially those associated with their ability in speaking English.

1.6.4 Data Analysis Procedures

The collected data are analyzed through several steps, such as:

1.6.4.1 Data organization

The attained data are organized based on specific categories.

1.6.4.2 Data statistical analysis

The data are statistically analyzed using simple computational percentage.

1.6.4.3 Presenting the analysis result

This study uses descriptive analysis to explain the result of observation, so the study is conducted by getting much information through a direct observation and questionnaire. Coolidge (2000: 24) states that descriptive statistics is a set of methods used to explain data in a direct way, like tables, graphs, and pie chart.

1.6.4.4 Describing and interpreting the results

The results are described, elaborated, and interpreted based on problem statements of this research.

1.7 Clarification of terms

There are some main terms used in this research and will be described as follow:

1.7.1 Strategies

In Oxford Advanced Learner's Dictionary (1995: 1179), strategy is the process of planning something or carrying out a plan in a skilful way. Meanwhile, what is meant by *strategies* in this study are kinds of method that the students use to deal with some difficulties they face during their speaking activity to make them easier in conveying meaning they do not really know.

1.7.2 Solving

According to Oxford Advanced Learner's Dictionary (1995: 1131), solve means to find a way in dealing with a difficult situation. The meaning stated is in line with this study because what is meant by *solving* in this study is how the students deal with speaking difficulties they encounter.

1.7.3 Speaking

Speak is to know and be able to use a language (Oxford Advanced Learner's Dictionary, 1995: 1140), and s*peaking* in this study is the students' ability to communicate in English when they are having speaking test.

1.7.4 Difficulties

As stated in Oxford Advanced Learner's Dictionary (1995: 322), difficulty is the trouble or effort that something involves. Meanwhile, in this study the term *difficulties* refer to some problems which can hamper the students in conveying message during their speaking activity.

1.8 Organization of the Paper

The paper is presented in the following paper organization:

Chapter I Introduction

This chapter presents the background of this research, statements of the problems, aims and significance of the research, preview of research methodology, and organization of the paper.

Chapter II Theoretical Foundation

This chapter cites related theories as the basis of the analysis.

Chapter III Research Methodology

This chapter consists of research questions, research design, participants of the research, data collection, and data analysis procedures.

Chapter IV Findings and Discussion

This chapter discusses results and findings of the research and investigated them to answer the formulated research questions.

Chapter V Conclusion and Suggestion

This chapter presents conclusions of the research and some suggestions for English students and teacher, and further research.