

CHAPTER I

INTRODUCTION

This chapter discusses several aspects dealing with the topic of the research. They are the background of the research, the problem of the research, the objective of the research, the benefit of the research, the scope of the research, and the operational definition of the research.

1.1 Background of the Research

Speaking is a skill that students must acquire in order to communicate well with others. Speaking is considered a necessary skill as it plays an essential role in facilitating students' learning of English. It helps students to better express themselves when speaking. According to Mc Donough and Shaw (2002:126) "in many contexts, speaking is often the skill upon which a person is judged at face value". Which means, people may often judge our language competence from our speaking skill rather than other language skills.

In communication, speaking is a way of sharing our thoughts, feelings, and opinions in order to convey information and messages to others. Sharing ideas, opinions, thoughts, messages, and information needs to be done in two ways, not in one way. Speakers and listeners are required for interactive communication.

Speaking is one of the most important skills in learning English, as it is one of the skills to speak about a language. Speech is an interactive process that builds meaning, receives information, and processes it. In fact, speaking is

considered difficult to use compared to other skills. In fact, many students from junior high school to high school are studying English at university, and they are difficult to express verbally.

There are some problems that students face when speaking. First, it is difficult to speak words during class and I am not confident in speaking English because it is related to the condition of the student who lacks vocabulary. Second, some of these students hesitate to speak English for fear of making mistakes. Some people are scared because their pronunciation is not as good as native speakers. Third, students speak more in their first or native language.

These factors are believed to be factors that weaken a student's language ability. Language problems and fear of communication clearly play a major role in learning a foreign language. Those who speak anxiously may have more problems doing so. In fact, many students have been studying English for many years but still struggle to speak.

In everyday communication, students spoke in their native language rather than English. When students use English in a conversation, things go well at the beginning of the conversation, but things get harder as the conversation progresses. They usually have to think about which vocabulary to use, which tense to use, and which sentence to say.

From the explanation described above, therefore, the researcher is interested to conduct research about "Students speaking difficulties in English presentation" at SMAN Puger, more specifically for the eleventh grade students.

1.2 Problem of the Research

In light of the literature outlined above, this study addressed the following research question:

1. What are speaking difficulties encountered by students SMAN Pujer?
2. How do the students of SMAN Pujer overcome their speaking difficulties during presentation?

1.3 Purpose of the Research

Based on the statement of problems, the purposes of study are stated as follows:

1. To describe the speaking difficulties that students of SMA Pujer face during presentation in the class.
2. To describe how students of SMA Pujer overcome their speaking difficulties during presentation.

1.4 Significance of the Research

The writer hopes that the findings of this research can give contribution to the English teaching and learning. It has two major significances; they are theoretical and practical significances:

1. Theoretical Significance

The theoretical significance of this research will contribute to provide empirical evidence and support theories related to this research later.

2. Practical Significance

Giving teachers an overview about students' speaking difficulties in English presentation. Moreover, this study may also give an input or evaluation of what need to be improved by teachers for the students' comprehension.

1.5 Assumption of the Research

In this study, it is assumed that the students will be difficult in English presentation. The most frequent factors that will appear is limited vocabulary. Because their background, they are as EFL students. It can be said that English is a foreign language for them, so it is difficult to remember many vocabularies.

1.6 Scope of the Research

In this study the researcher limits the scope of this research, starting from the research participants, location of the research, and variables studied. Students of SMA Puger will become research participants in this study. Moreover, this study will only focus on the factors of students' speaking difficulties encountered and how do the students reduce their speaking difficulties during presentation.

1.7 Operational Definition of the Research

In order to prevent misunderstandings, the researcher should define the following main terms:

- 1 Difficulty: It refers to what students consider to be learning problems or inhibitors to do during English presentation.
- 2 Speaking: It refers to the delivery of English language through the mouth or explain something during presentation.
- 3 Presentation: It refers to conveying information from a speaker to an audience.