

CHAPTER I INTRODUCTION

This chapter presents: (1) background, (2) problems of study, (3) objectives of study, and (4) significant of study

1.1 Background

Throughout the world nowadays, there is an urgent need for people to speak English, especially for communication. As assumed by a researcher, Nuraini (2019), learners need the Speaking skill to face Asean Free Trade Area (ABTA) and Global English in order to be able to build a communication among them. As a tool of communication, has to be a special skill to be mastered to reach the goal of learning English. Moreover, Ur (1996) emphasized that, intuitively, the most important language skill is speaking, many foreign language learner interest in learning it because, for those who knows how to speak will be recognized as a “*speaker*” of the language. On the importance of English as a foreign language, Crystal (1997) claimed that acquiring English will provide opportunities toward employment, travel, access to knowledge, and even better life. Moreover, in communities where there are many languages in contact, to build a communication between those people in these communities, they need a language that plays role as a *lingua franca*. As stated by Harmer (2007, p. 20), “the reality of global or world English as a *lingua franca* which use by people who do not share the same language and whom their mother tongue is not English has caused some people become very interested in it.”

However, speaking is a problematic skill to be mastered. Ur (1995), proposed some problems in speaking, including inhibition, nothing to say, low or

uneven participant, mother-tongue use. Furthermore, a study was conducted by Sari (2017), revealed there are three difficulties in speaking, such as: inhibition, nothing to say, un-event participant, and mother tongue. The second factors were personality, motivation, cognitive style, and class condition. The third was the students' strategies to overcome the difficulties in speaking employed by using strategies; metacognitive, cognitive, socio-affective strategies. Additionally, a study was conducted by Juhana (2012), revealed some psychological factors of speaking such as: fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation.

To anticipate the speaking and writing problems, Language Class Program was established. Language class program is one way that is taken by school to build their students language proficiency. This program might include several languages depend on the school policy. Basically, the aim of language class is to prepare the students to have a good proficiency in languages. When students have good language proficiency, expected they can have a better future life after the graduation. The benefits of LCP are provide more time for teachers to teach languages proficiency, provide more time for students to learn languages proficiency, enhance students' languages proficiency, enhance languages problem solving skills.

Preliminary study was conducted at MAN 1 Palembang which applied Language Class Program. After experiencing teaching at the Language Class Program and interviewing some students, teachers and head mater, it was found that MAN 1 applies Language Class Program which including English and Arabic

since 2019. The target of this program was the freshman of the school. The learning process was done once a week in every Saturday at 07.00 am to 09.00 am. There are eight classes of the freshman; five Sciences classes and three social classes. However, there are only four English teachers which mean each teacher will handle two classes. Science 1 and 2 were handled by Desi Nurullita S.Pd. M.Si. science 3 and social 1 were handled by Rihlaini, S.Pd., and science 4 and social 2 were handled by Muhammad Muslih, S.Pd., and the last science 5 and social 3 were handled by Rayhana, S.Pd. In English side, learning process was focused on productive skill. Productive skills were taken as the target skills in this program because in applying a job vacancy often found that English productive skill is required. So by this program, students were expected to have a good future life especially in job vacancy. In learning process, to build students' English proficiency, students were obligated to use full English or code switching in the classroom. The learning process also set as fun as possible in order to build students' interest in English. In this preliminary study, I also found that some teachers said that they faced some problem in teaching speaking.

Some previous studies showed various problem encountered by teachers in building English speaking. First, a study was conducted by Wahidah (2016), entitled "Students' speaking problems and factors causing it". This study revealed four students problems in speaking, they were content of the conversation or the meaning, lack of vocabulary, pronunciation problem, and the last shyness. This study also revealed factors caused speaking's problems, they were self-confidence, worry of grammatical error, fearful and criticism or losing face, worry

about audiences' attention, respect, appreciation and the last factor hard to find partner to talk beyond the class room.

Second, a study was conducted by al-Sobih and Preece (2018), entitled "Teaching Students in the Saudi School in Kuala Lumpur: Problems and Solutions" This study revealed four problems encountered by EFL teacher in teaching speaking such as, absence of listening and speaking tests, teaching method is not communicative, students' attitude towards speaking and lack of necessary facilities. This study also revealed common problems affecting speaking skill such as lack of exposure to language, lack of motivation, students' anxiety and lack confidence, limited knowledge of English and inefficient teaching methodology.

Finally, investigating the teachers' perception toward students' problem in English speaking activity through Language Class Program becomes very important to see the current and future demand for good English speaking proficiency. The researcher wanted to further investigate these problems from the teachers' perspective. Finally, the researcher conducted this study under the title, "Students' problem in speaking activity: a case study in Language Class Program at MAN 1 Palembang".

1.2 Problems of Study

The problem of this study is: what are students' problems in speaking activity: a case study at Language Class Program at MAN 1 Palembang?

1.3 Objectives of Study

The objective of this study is to find out are students' problems in speaking activity in Language Class Program at MAN 1 Palembang

1.4 Significance of the Study

This study was expected to provide benefits for some parties. For the English teachers, this study was expected to provide information of problems encountered by students in speaking activity. Then for the researcher herself, this study was expected to give the researcher an experience in conducting an educational research. And the last, for other researchers, this study was expected to be an additional source as a reference for further studies.