CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking was concluded as productive skill. It defined as a skill that producing sound from the mouth that has a meaning. It was used to communicate with other people. People speak to delivered their ideas, feelings, thoughts, and message to other people. Among the four skills, speaking seemed to be the most important skill. It happened because speaking was very important in our life that has function as the key of communication. It considered as a way to have an interaction and communication with others. It assumed that speaking skill was very important to mastery in learning English.

According to Vangundy (2005) described problem as goal or some difficult obstacles to achieve the goal. In conclusion, problem was anything difficult to overcome and needs attention also need to be solved. Students' problem was a condition faced by the students that can obstruct the learning process. It came from the obstacles in learning faced by students.

The students were required to be able to communicate well in speaking skill. However, speaking was difficult for EFL students. It occurred due to their low motivation to learn English and their tendency to speak in their mother tongue. Therefore, students often faced problems in learning speaking. Student's problems in speaking according to Thornbury (2005) were pronunciation, grammar, vocabulary, practice, and less of confidence. During the classroom speaking activity, students frequently encountered these

problems. Majority of EFL students said that the most difficult skill to master in English was speaking skill (Zhang, 2009).). Many of them were still unable to communicate effectively in English. From these theories, we can concluded that speaking had some problems (pronunciation, grammar, vocabulary, practice, less of confidence) experienced by students when they want to speak English.

Based on the preliminary research, the researcher obtained the English teacher's score, which indicated that many students at tenth grade at SMA Negeri 5 Tanjungpinang still had problems learning English, particularly speaking, and that their scores were below average. Many students were unable to speak English well. The students seemed that they were not confident to speaking English when they practicing a dialogue that instructed by the teacher in class. They were afraid of making mistakes when they had to pronounce the English words. They also spoke with a very limited vocabulary. It was indicated that the English teacher could tried to minimize their problems because problem needs attention to be solved. We were able to understand the problem experienced by students, if we know about their problems. Then we can figure it out how to solve the problem.

Based on those phenomena, the researcher was interested to investigate the students' problems in speaking English in procedure text. Therefore, the researcher was conducted the following research entitled "**An Analysis of Students' Problems in Speaking English at Tenth Grade Students of SMA Negeri 5 Tanjungpinang**"

1.2 Identification of the Problem

Based on the background of the research, the problems can be identified as follows:

a. Many students got under average score when learning speaking.

b. When speaking English the students were shy and lack of confidence.

c. The students could not pronounce the word correctly when speaking.

d. The student's vocabulary was very limited.

1.3 Limitation of the Problem

The limitation of the problem focused on students' dominant problem in speaking English in procedure text at tenth grade students of SMA Negeri 5 Tanjungpinang.

1.4 Research Question

Based on the limitation of the problem, the researcher formulated the research question: What was the dominant students' problem in speaking English in procedure text at tenth grade students of SMA Negeri 5 Tanjungpinang?

1.5 Objective of the Research

The objective of this research was to investigate the dominant students' problems in speaking English in procedure text at tenth grade students of SMA Negeri 5 Tanjungpinang.

1.6   Significance of the Research

1. The Theoretical benefit

This research could be useful as a reference for relevant research on speaking skill and this research can be useful to increasing knowledge about student's problems in speaking English.

2. The Practical Benefit

- For students

This research was expected to help the students to know their problems in speaking English especially at tenth grade students of SMA Negeri 5 Tanjungpinang.

- For teacher

The result of this research was hopefully can be used as evaluate and help the teacher to know the dominant students' problem in speaking English and the causing of it.

- For researcher

This research hoped that can be useful for the other researcher to improve their research better.

1.7   Definition of Key Terms

1. **Analysi**s

Analysis is the detailed study of something in order to have a deep understanding about student's speaking in procedure text.

2. **Students' Problem**

Students' problems were a situation or condition of the students

that can obstruct the learning process in speaking English in procedure text.

3. Speaking

Speaking is an oral skill in form of utterance from students in procedure text.