

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of the Key Terms, and Outline of the Study.

1.1. Background of the Study

As a foreign language in Indonesia, English is taught from elementary school until university. In university, students who are majoring English Education should speak with the others through English in their daily life. However, most of them cannot practice it well. They still use Indonesian than English to communicate each other inside or outside of the class.

As we know that in teaching learning process, not all students who are majoring English Education can speak English fluently and accurately. There are many factors that make them get some problems in learning language. One of the problems is difficult to understand the meaning of each word. Many students think that speaking is difficult. They do not have motivation to express themselves. They also cannot think of anything to say. Another problems are that are lack of vocabulary. Sometimes, if they do not understand what the speaker say, they use their native language. They also get the difficulty to use correct grammar in speaking. Some of them are still confused with English grammar especially when arranging the sentences that are correct grammatically. Beside vocabulary and grammar, some of them face some problems in pronunciation.

The pronunciation of the words in English either written text or oral language are different. So, if they write the incorrect word then they will express the word with inappropriate pronunciation.

Moreover, the students are often afraid of speaking English. They are worried about making mistakes. They are also shy, nervous, and unconfident while they speak in front of the class. They are afraid if their classmates laugh at their mistakes (Raba'ah, 2005).

Ur (1996) states that inhibition and mother tongue are the factors that make students difficult in speaking English. By referring to the factors, Hughes (2003) says that a lecturer in a classroom has an important roles during the process of teaching learning to their students. They have a responsibility to make students speak English not only in the classroom, but also outside of the classroom. They should make their students sure that making errors is a normal things in learning. It can make students confident to speak English. It would be better if the lecturer do not need to correct the students everytime they make mistakes, because it can make them afraid to speak. However, the lectures should give feedbacks and explanations for every error after the students finish their speech (Samira, 2014).

1.2. Reason for Choosing the Topic

The reason why the writer chose the topic was that most students were still facing some problems in speaking English such as they did not know the vocabulary, they were lack of confidence in speaking, and they were still confused of using grammar correctly. That was why the writer wanted to investigate factors that hindered students' speaking performance.

1.3. Research Question

Based on the explanation in the background of the study, the following research question is made in order to guide this study:

- What are the factors that hinder students' speaking performance?

1.4. Objective of the Study

The objective of the study is to describe the factors that hinder students' speaking performance.

1.5. Significance of the Study

The results of this study can be stated:

- a. For the lecturers

This study hopefully can help the lecturers find ways to solve kinds of problems that hinder students' speaking performance.

- b. For further researcher

After reading this study, the writer hopes that this study will give additional information and it can be used as a resource to solve kinds of problems that hinder students' speaking performance.

1.6. Limitation of the Study

This study was only limited to investigate the factors hindering students' speaking performance. The subject of the study was the third semester students at a private university in Central Java.

1.7. Definition of Key Terms

a. Speaking

Burns (2002) defines speaking as the constructing meaning process by producing, receiving, and processing information interactively.

b. Speaking performance

According to Hemerka (2009), speaking performance is the way of person speaks English which is assessed fluently and accurately.

1.8. Outline of the Study

This study consists of five chapters to facilitate the readers' understanding of the topic.

Chapter I presents Introduction, which consists of the Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of the Key Terms, and Outline of the Study.

Chapter II presents Review of Related Literature, which consists of Factors Hindering Students' Speaking Performance; Psychological Factors (Fear of Mistake, Shyness, Lack of Confidence), Linguistic Factors (Lack of Vocabulary, Understanding the Grammatical Pattern, Incorrect Pronunciation), Affective Factors (Motivation, Anxiety, Self-Esteem, Inhibition, Risk-Taking), Socio-Cultural Factor (Peer Interaction and Feedback), Pedagogical Factor (Passive Learning), Speaking Performance, and Types of Speaking Performance.

Chapter III presents Research Method, which consists of Research Design, Population and Sample, Variables and Indicators, Instrument of the Study, Validity and Reliability, Procedures of the Study and Data Analysis.

Chapter IV presents Findings and Discussion, which consists of Questionnaire Result Analysis and Discussion.

Chapter V presents Conclusion and Suggestion.