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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking is one of the English skills that should be mastered by students, in order to be able to communicate around the world. According to Richard, (2008, p.19) mastery of speaking skill in English is a priority for learners, who learn English as second language or foreign language. Therefore, speaking seems to be the most important skill and thus the indicators of successfulness in academic performance.

The term of speaking, cannot be separated from communication which involves two sided process (listening and speaking). In learning speaking especially in the school, the students are not merely expected to produce some sentences accurately, but they have to be able to use the language in appropriate ways and contexts. The students also have to be able to convey the information while speaking. In line with this idea, Brown and Yule, (1989, p.14) have said that communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views or feelings.

Speaking performance is one of activities in English classroom. Regarding with Richards and Schmidt, (2010, p.428) defined performance is a person's actual use of language and the difference of performance is made between a person's knowledge of a language and how a person uses

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this knowledge in producing and understanding sentences. Speaking performance cannot be separated from some aspects such as fluency, accuracy, and complexity. Fluency, accuracy, and complexity are targeted in study because of their recent extensive use and their importance as learning objectives (Skehan, 1996, 1998). Fluency is defined as how fast and how much a learner speaks without any mistakes, such as functionless repetition, self-correction, and false start. Accuracy refers to how much a learner speaks without errors in real-time communication. Complexity is defined as the degree to which a learner uses varied and sophisticated structures and vocabulary in speaking.

Speaking performance comes to be the most difficult task in English classroom. Mostly, students assume that speaking performance task as one of most stressing task. According to Woodrow (2006) there are eleven stressors that contribute to learners' speaking performance. Those stressors are, 1) performing in English in front of classmates, 2) giving an oral presentation, 3) speaking in English to native speakers, 4) speaking in English in classroom activities, 5) speaking in English to strangers, 6) not being able to understand when spoken to, 7) talking about an unfamiliar topic, 8) talking to someone of higher status, 9) speaking in test situations, 10) when interlocutor seems stern, and 11) not being able to make self understood. There are many factors that affect students' speaking performance, start internal until external factors. In this study, the researcher focuses on affective factors that include in internal factor.



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Islamic Senior High School 1 Pekanbaru is one of the Islamic schools in Pekanbaru that uses 2013 curriculum in which English is one of the subjects taught to the students. Students are taught twice a week with time duration 45 minutes for one hour with the passing grade score 75. In 2013 curriculum, the students are expected to be able to express their opinion in oral communication, inform the meaning, asking the opinion, and giving respond in oral by observing the social function and structure of the text. The students are also expected to be able to communicate in daily-life. (Kemendikbud, 2016)

After conducting the preliminary study at Islamic Senior High School 1 Pekanbaru, especially to the eleventh grade students, the researcher found students' problems especially affective factors in speaking performance. Affective factors related to students' feeling toward learning. The researcher found three main affective factors that contribute to students' speaking performance they are motivation, anxiety, and self-esteem. Students are not able to express their thoughts and opinion when the teacher asks them to perform in front of the class. It is because they are usually very shy and nervous when it comes to speaking. Sometimes, students have nothing to say at all. It is because they were lack of motivation in learning English. They assume that English is only a subject and can't assume that English is their necessary to face the new era. The students also did not believe their ability to speak, they often underestimate. They often do not appreciate their effort after performing

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their speaking in front of the class, because they are inadequate of their ability in speaking performance. Then, the researcher wants to know what students' efforts to encounter their problems in speaking performance. These problems also related to affective factors, which are low motivation, low self-esteem, and anxiety. Whether the students do something in order to solve their problems. It is really important because the success of learning is related to students' affective.

Therefore, based on the background of the problems, the researcher conducted a research project entitled: **“Factors Affecting Students’ Speaking Performance at Islamic Senior High School 1 Pekanbaru”**.

B. Problem

I. Identification of The Problem

Based on the background of the problem above and the phenomena on the difficulties encountered by the students, thus the researcher identifies the problems as follows:

- a. Why were students not able to express their thoughts and opinions when the teacher asks them to perform in front of the class?
- b. Why were the students shy and nervous when it comes to speaking?
- c. Why did the students have nothing to say at all?
- d. Why were the students afraid to start speaking?
- e. Why were the students lack of motivation to speak English?

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- f. Why did the students not have belief of their ability to speak up?
- g. Why did the students not appreciate their efforts after speaking performance?

II. Limitation of The Problem

Based on the identification of the problem, therefore the researcher needs to limit and focus the problems on students' speaking performance especially in class presentation at Eleventh grade students of Islamic Senior High School 1 Pekanbaru.

III. Formulation of The Problem

Based on the limitation of the problems above, the researcher formulates the question of research as follows:

1. What is the strongest factor affecting students' speaking performance?
2. What are the strategies that the eleventh grade students of Islamic Senior High School 1 Pekanbaru do to encounter their problems in speaking performance?

C. The Objective and Significance of The Research**1. The Objectives of The Research**

- a. To find out the strongest factor that affect eleventh grade students of Islamic Senior High School 1 Pekanbaru in speaking performance

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- b. To find out the students' strategies to encounter their problems in speaking performance

2. The Significance of The Research

Hopefully, this research finding is able to contribute benefits to the researcher as a novice researcher, especially in learning how to conduct a research. This research finding is also expected to be useful and valuable, especially for students and teachers of English at Islamic Senior High School 1 Pekanbaru to consider of their future learning process. Besides, this research finding is also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language. Finally this research finding is also expected to be the practical and theoretical information to development of theories on language teaching.

D. Reasons for Choosing The Title

The reasons why the researcher is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of the research are very interesting and challenging to be investigated in term teaching and learning speaking as EFL/ESL class.

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2. This research is relevant to the researcher status as a student of English Education Department of State Islamic University Sultan SyarifKasim Riau
3. As far as the researcher is concerned, this research title has never been investigated by any researchers.

E. Definition of The Term

There are some terms involved in this research, thus to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

1. Factors Affecting

Factor is used to determine which unobserved latent variables (Richards and Schmidt, 2002). Meanwhile, affecting mean to influence something. Thus, factors affecting students' speaking performance is to find out what is the strongest factor that affect student in their speaking performance especially in affective factors.

2. Speaking Performance

Performance is a person's actual use of language and the difference of performance is made between a person's knowledge of a language and how a person uses this knowledge in producing and understanding sentences (Richard and Schmidt, 2010). In the context of English, performance is activities done in oral communication ways. There are some English performance which

bring by Brown (2003, p.271) such as; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue), and extensive (monologue).



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