

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of The Study

Speaking is widely known as an ability to share thoughts, ideas, and intentions to the other people by using a language in oral form. According to Shiamaa (2006, p. 30), speaking represents an interactive process which involves of producing and processing or receiving information to serve both interactional and transactional. In addition, Nunan (2003, p. 48) mentions that speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. This means that speaking plays an important role in communication.

There are four basics skill in learning English which should be improved by students. Because someone who has mastered a language is referred to as a speaker of that language, speaking is one of the most crucial empathy abilities (together with listening, speaking, reading, and writing). Speaking abilities for kids become crucial as they learn English. It is a challenging task as well. Almost all English as a second language students in Indonesia believe that learning English is associated with negative stereotypes, particularly when it comes to speaking English. For most people, especially English language learners, speaking a foreign language can be challenging (Nunan, 2003:342).

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. However, the majority of people learn a language in order to be able to speak it and communicate. Speaking a second or foreign language is frequently regarded as one of the four most difficult talents, as Bailey and Savage (1994) point out. As a result, fluency is more important than other linguistic abilities, however they shouldn't be undervalued either. Students must speak English in any context or when

interacting with other students in an academic setting because it is the native language of those who speak it.

Speaking as performance refers to public speaking which involves conveying information to the audience in a monologue (Richards, 2015). The main focus is to make the message or information acceptable to the audience, not the audience and the way they communicate with each other. Many people believe that expressive speech is more difficult than other spoken languages because it involves formal language and spoken presentation, and speakers must focus on the form and function we want to convey.

The two sorts of public speaking are class presentations and public speaking. The goal of both sorts of speaking skills, according to Kaharuddin et al. (2017), is to maximize speaking when students speak in public and to make sure that the audience can understand what the speaker is saying. The two aforementioned styles teach pupils how to become effective communicators. One of the most crucial speaking abilities is fluency, especially for English language learners.

In this case, it demonstrates how not all English students can speak smoothly and accurately after their fourth year of college. (2018) Ahmad Wael et al. Even if they already know it and can pronounce it, they typically perform below expectations and are ineffective communicators. Students also lack knowledge of their issues and how to address them. A similar but equally troubling issue is that even after learning to speak English for up to two years, students at the Islamic University of North Sumatra's Department of English lose confidence once they understand the language. Nguyen Hoang Tuan et al., 1983 (2015: Brown & Yule),

This instance demonstrates how not all English students are able to speak the language accurately and effectively by their fourth year. (2018) Ahmad Wael and others. Even if they already know it and can articulate it, they frequently lag

behind and communicate poorly. Students also lack the knowledge necessary to solve their own difficulties. A related but distinct issue is that even after studying the language for up to two years, English majors at the Islamic University of North Sumatra begin to doubt their ability to comprehend it. 2015: Nguyen Hoang Tuan et al., 1983.

Based on the previous explanation, the researcher attempt to analyze under the title; *“Analyzing the Students’ Problems in Speaking as Performance at The English Education Department State Islamic University of North Sumatera Medan”* by conducting this research the researcher expected that the result of this research can give the new informations to the students about the problems that they were face in performance speaking. So, these problems can inspire them to improve their performance speaking skill. And also can affect for the student’s career in the future.

## **1.2 The Identification Of The Problem**

Based on the background of the study that has mentioned above, some problems are identified as follow :

1. Speaking as performance can be a parameter of student’s speaking competence
2. Problem in speaking caused by internal and external factors.
3. The students can not pronounce the words correctly.
4. Fear of making mistakes in performing their speaking skill.
5. The students have lack of self confidence in speaking.

## **1.3 Limitation Of The Study**

This study focuses on analyzing students’ problems in speaking as performance, in this case there are two factors those are linguistics problem and psychological problem. The speaking as performance here is oral presentation

which the students in college usually do in their learning activity so the researcher take samples in English Education Department at State Islamic University of North Sumatera Medan. The interview technique is used to know what are the problems they are usually face in speaking as performance.

#### **1.4 Formulation Of The Problem**

In relation to the background of the study, the formulation of this study formulated as :

1. What are the students problems in speaking as performance at english education department?
2. What are the causal factors of students problem in speaking as performance at english education department?

#### **1.5 Objective Of Study**

Based on the research question, the objectives of the research as follow :

1. To find out the students' problem in speaking as performance.
2. To figure out the causal factors of students problems in speaking as performance.

#### **1.6 The Significance Of Study**

The result of this research were expected to give the following benefits :

1. Theoretical significance

The research expected that the result of the research contributed empirical evidence to the existence of theories related to the students' problems in speaking as performance especially in making a presentation and belived to be able to simulate the students' awernes in speaking as performance.

2. Practical significance

2.1 Significance for students

This research would be very useful for the students to know what kind of problem they are mostly found in speaking as performance then the students can anticipate those problem which faced in their performance. This research also can help the students to improve their speaking skill as performance.

## 2.2 Significance for lecturer

It would help the lecturer understand the sources and types of challenges that students have with speaking as a performance. It is critical for teachers to understand what issues pupils had with speaking as a performance, because how kids learn is determined by how they obtain information. As a result, it would assist the lecturer in being useful and gaining information about what types of problems students' speaking as performance, which was a feedback in designing materials and teaching strategies, and it would also assist the students in overcoming the problems in performance so that they could speak more effectively.

## 2.3 Significance for researcher

By conducting this study, the researcher will get fresh knowledge and experience concerning the linguistic and nonlinguistic issues that students confront when speaking in public.