

CHAPTER I

INTRODUCTION

A. Background Study

Speaking is a tool of communication to express people's feeling, conveying ideas, and giving opinion. It is also stated by Tarigan (2008: 21) that speaking is the capability to articulate the sound, expressing, and delivering thought, opinion, and wish. Therefore, speaking can not be separated with the role of communication which use articulation and words to convey a message. Thus, speaking is an instrument for human being to connect them with their environment.

Speaking is productive skill, it involves many components like pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is becoming dominant in all aspects, such as in science development, technology, and cultural conveyed directly or indirectly. It might be assumed that speaking ability is very important in daily life because everybody needs it without exception.

Furthermore, Bahrani (2012 : 26) states that most of the students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency. Teachers' efforts should focus on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learner. Nunan (1991: 30) as cited in Bahrani (2012 : 25) supports that success in language learning is measure in terms of

the ability to carry out the conversation or target language. Furthermore, speaking can be assumed as a key of success.

In fact, speaking still becomes something that is difficult to be mastered by most of students even in English department. Sometimes they feel so hard to speak up in class. They are speechless or passive in speaking class with some reasons and factors that causes this problem, such as grammar mastery, pronunciation, lack of vocabulary and some problems in their psychological.

Based on the pre-observation done in May 22th, 2013, in the Educational Department in one of private universities in Purwokerto, the problems also faced by most of the students. Actually, speaking is one of skill that is important required subject to reach at least the standardized score. But, most of them get lower score. It can be seen from their lack of participation in the classroom and also their speaking achievement. From 24 students in that class just 43% of the students who got a good score or got B+ until A and the rest, 57% under B+. Based on the result the researcher choose >75 or B+ as the standard minimum score but the mean score of the student in third grade is 68-74 or in C and B level. It can be said that their scores are still lower than the standard minimum ones.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in the class. Speaking activities do not work effectively because of many factors prevent them from speaking in English. The condition happened because they often get confused with what they want to say, lack of vocabulary, lack of grammar, unclear in pronunciation or they

worried in making mistakes, shy to speak up or feeling anxiety. A study carried out by Erikson (2009:59) about students' obstacles in practicing speaking English, shows that the main obstacle faced by students in practicing speaking English is their limitation in vocabulary and grammar. Students, as he reports, were not able to express their ideas easily due to the limitation in the two aspects (vocabulary and grammar). While Juhana (2012: 106) stated that the student was not sure that he/she could do something well since he/she had no any confidence and anxiety to do things. They are afraid of making mistakes, being laughed by his or her friends and of having lack of confidence in their ability. This is also in line with Brown (2000:56) states that students lack confidence because they do not have any belief that they can do it. He also add, the teachers should concern with this issue, since it will influence students' achievement and and also can inhibit learning process.

Based on the description illustrated previously, factors and causes that hinder students in speaking skill are needed to be learned. Meanwhile, there are several contributions will influence English Teacher and also for English Department. By finding out students' problems and also its causes that hinder them in speaking, teacher can choose a good strategy and approaches in teaching speaking to help students reduce those feelings and maximize their learning to speak in English. Furthermore, they will be active and be motivated in Speaking English.

B. The Reasons of Choosing the Topic

There are two reasons in choosing the topic. Firstly, speaking is an important skill that has to be mastered by the students in learning English, especially in the English Education Department since they will be English teacher candidates. Secondly, most of the students get lower score in their speaking achievement which means that they have many problems in speaking. The factors that hinder students in speaking is needed to know and be analyze so that teacher can help the students to reduce their bad feelings and maximize their speaking skill by creating a comfortable situation in learning activity and also providing a good strategy for them.

C. Problem of the Study

The problems of the research can be stated as follow questions:

1. What are psychological factors that hinder students in speaking class?
2. What are the causes of those psychological factors?

B. Aim of the Study

The aims of this research can be briefly stated as follows:

1. to find out the psychological factors that hinder students in the speaking classes.
2. to find out the causes of students' psychological factors occurred in the speaking classes.