

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of skill should be learned by the students in learning English as a foreign language at Junior High School level, since speaking is tool to express mind, idea, feeling to other people orally. It is important for the people or students to be able to master speaking because speaking is applied in real life and real communication.

Speaking is interactive process of constructing meaning that involves producing and receiving and processing information (Brown 1994). In addition, speaking is the ability of people that uses the language in ordinary one (Hornby 2000). Dealing with school that the basic place for students in acquiring the English language, they have to learn seriously, meanwhile the speaking is became activity for the students in their daily life like house, market, library and school.

At Islamic Junior High School level, speaking is one of the four basic skills taught to the students. It is supported by curriculum 2013, the goal of the student's speaking in general is; the students are able to develop their potential or skill in communicative competence on interpersonal, transactional, functional text by scientific approach, such as: interaction or dialogues with other people, asking and giving information, express their idea or mind orally to other people. It is fact how important speaking skill. The

ideal condition of English speaking class is involves the student's participation actively in speaking activity.

Furthermore, in gaining those purposes, to make the students are able to speak in front of the classroom, the teacher should reduce talktime, increase student's talk time, by know the factors affecting of speaking performance in the classroom. Based on the research before some factors can affect student's speaking performance. *The first* of the research studies was conducted by Youssouf Hadaka (2016) explains most of the problems were the first is fear of making mistakes, *second* is feeling shy, the third is feeling hesitated and the last is lack of confidence while speaking English. The result of the research reveal that the psychological factor truly negatively the students English speaking performance.

In addition, the research was conducted by Nguyen Hoang Tuan (2015) states the result of the study indicate that the students faced many problems, such as: *the first* is they spoke very little, *the second* is they could not think of anything to say, the third is they used Vietnamese instead of English when they discuss in groups, the fourth their participation was low or uneven the next is they did not have motivation to express themselves, they were fearful of criticism and the next is they had habit of translate the information in the text book when they speak.

The last research was conducted by Husnawati (2017) states the result of the study revealed that there are various factor affecting sstudents performance, and problem students encountered in speaking. These factors

and problems refer to the internal and external factor include, psychology(anxiety, shyness, and lack confidence), linguistic competence (lack of vocabulary, poor grammar knowledge), topical knowledge, performance conditions (time pressure, planning, amount of support, ect), and learning environment.

Based on preliminary observation on march 26-29march, 2018 at Islamic Junior High School 2 West Pasaman, it was found most of the students had problems in speaking performance, especially at class VIII, such as; the first when the students performtheir speaking text in front of the class room, the students are inclined to be quite and the students are just smile, the second problem is some students have difficulties in expressing their ideas orally, the third problem is their are nerveous to express their ideas in English, related to several problems above it make the student's speaking score is low, it can be seem from the English score tabel below:

Tabel 1.1
Student's Mean Score of Listening, Speaking, Reading, Writing Ability
2017/2018

Class	Number of Students	Mean Score			
		Listening	Speaking	Reading	Writing
VIII/ 1	35	73	72	72	71
VIII/2	33	73	67	73	76
VIII/3	33	67	63	67	67
VIII/4	33	66	60	69	67
VIII/5	34	67	68	70	70
VIII/6	32	69	64	65	66

VIII/7	34	64	62	71	67
Sum	-	479	456	487	484
Means	-	68	65	69	69

Source: from EnglishTeacher of Islamic Junior High School 2, West Pasaman.

Based on the table above the researcher focuss on mean score of students' speaking (65). It means the students' speaking score at grade VIII MTsN 2 West Pasaman was low, while this school had decided the English Minimal Standart Score. Criteria score minimum of Islamic Junior High School is 80, but there are some student's still can not achieve that score.

Based on the problems above, the researcher interested to describe Factors Affecting Student's Speaking Performance at Grade VIII of State Islamic High School 2 West Pasaman. This research supported by some researcher which had been conducted by some researchers.

B. Focus of the Study

Based on the background of study the research in focussed on identifies the dominant Factor Affecting students' speaking performance at Class VIII State Islamic Junior High School 2 West Pasaman.

C. Formulation of the Study

The problems of this research are formulated as follows:

1. How is student speaking performance at Class VIII of Islamic Junior High School 2 West Pasaman?
2. What are the dominant factor that affect student's speaking performance at Class VIII of Islamic Junior High School 2 West Pasaman?

D. Purpose of the Study

Considering to the background and formulation, this research aimed to achieve the following objective:

1. To describe student's speaking performance at students Class VIII of Islamic Junior High School 2 West Pasaman.
2. To find out the dominant factor student's speaking performance at students Class VIII of Islamic Junior High School 2 West Pasaman.

E. Significances of the Study

Based on the purpose above, the researcher expects that the result of this research can give contribution for the students, researcher, for the English teacher, for the readers, and for the English Study of Tadris Department. The first for the students, the students will be motivated and active in speaking performance and they can improve their speaking effectively. The second is For the Researcher, the result of this study is used to answer the available questions in this final project based on the data got along the research, and the researcher will get some experience along the research and also can share it to other researcher. Through this study; the researcher can deep his knowledge in teaching speaking skill.

The third is For the English Teachers, to give information to English teacher in order to know the student's problem in speaking performance in front of the classroom. The fourth is for the reader, through this study, the readers are expected to know the factors affecting speaking performance in teaching speaking performance.

The last is for the English Program Study of Tadris Department, the study also become the guidance for other researchers that analyzing the same problems related to the topic in order to make it more specific and detail in the future.

F. Defination of Key-Terms

1. According to Nunan (2003:48) speaking is the productive aural/oral skill. Speaking is the action of confeying information or expressing one's thoughts and feelings in spoken language.
2. Brown (2000:42) defines performance is completion of a task with application of knowledge, skills and abilities.

