CHAPTER I
INTRODUCTION

A.Background of The Study

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. Speaking skill focuses on the students' ability in producing English orally as good as they speak like their native language. One of language skills that should be mastered by the students is speaking. They need to speak English to practice their kill. It is useful too for their job.

As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such a greeting, answering, expressing ideas, giving responses, and others. Thus, the student need to have a good speaking ability in order to achieve the objectives of English teaching and learning.

Students need to practice it as possible and et a sufficient experience everywhere, including in language classroom. In order to get experience in English communication, they need to interact regularly using the target language since interaction is the heart of communication, Brown (2001). Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

In the speaking classroom, the students have significant roles to the process of teaching and learning. These elements (teacher and students) constantly interact one another in which the teacher and the students are the main subjects. In speaking class, the teacher is not allowed to dominate the class where she or he keeps talking or giving more question. Each element has as much to contribute as very other participant in determining the direction and outcome of the interaction. In the speaking classroom, interaction should be encouraged. In other words, it is teacher's responsibility to promote the interactive language teaching in the class. In the interaction, however, teacher should not dominate in the class, instead facilitate students in practicing speaking as much as they possibly can.

Based on the integrated teaching practice program (PPLT) 2016 which conducted by the writer, students do their educational activity-learning-but they also do another activity like playing and socializing with their friends, and among 40 students in the class, it was found that students participated in responding the teachers was about 3 or 4 people in an half hour. It means that, only 6 until 8 students gave themselves participated in the activity in the class. Even they are speak up, some of them speak as much as they can, but sometimes out of topic or lack of pronunciation and others.

Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language and the teachers must perform a series of task that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively.There are some difficulties done by the students while

they are doing an English interaction in classroom. According to Ur (2000),it may predict these students were in an inhibition, nothing to say, low uneven participation or mother tongue.

For concerning explanation above, it is interested to conduct this study about the students' speaking difficulties that was conducted in classroom interaction on grade XI at SMAN 3 Medan.

B.The Problems of the Study

Based on the background of the study, the problem of the study is; what are the students' speaking difficulties in learning English speaking skill on grade XI at SMAN 3 Medan?

C.The Objectives of the Study

In relation to the problems of the study, the objective of the study is to identify the students' speaking difficulties in learning English speaking skill on grade XI at SMAN 3 Medan.

D.The Scope of the Study

This study is limited on grade XI SMAN 3 Medan. This study focus to describe what are the students' speaking difficulties in speaking English, according to UR (2000), it may be predict these students were in an inhibition, nothing to say, low uneven participation, and the use of mother tongue.

E.The Significances of the Study

The findings of the study will be expacted to be useful for :

1. Theoretically

- The research findings of this study are useful for enrichment of some information of students' speaking skill in classroom interaction.

2. Practically

a. For teachers: The findings become reference for the English teachers especially in their attempts to increase students' learning communicative competence in English.

b. For students: students may have more strategies to ignore some speaking difficulties and they can practice their target language skill either when they are in the classroom or outside the classroom

c. For future researcher: it can be reference for the future researcher who interest in conducting the further similar research of classroom interaction.

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