

CHAPTER I

INTRODUCTION

A. The Background of the Study

The 21st century is referred to as the age of knowledge, the century of knowledge-based economy, the century of information technology, globalization, Industrial Revolution 4.0 and so on. The preparation of human resources which master 21st century skills will be effective if taken through education. This 21st century education has responsibilities that are not easy, while one of these responsibilities is to create quality output or workforce to be able to compete in the 21st century, by implementing or equipping students with 4C competencies: Critical Thinking, Creativity, Collaboration, and Communication. The 21st century skills are needed for students. Pacific Policy Research Center (2010) quoted by Lathifa Azhary & Ratmanida (2021), states that schools must be transformed in ways that will train students to acquire critical thinking, collaboration, communication, and creativity to be successful people in work and life. Thus, schools as the main place in education can carry out the learning process appropriately. This is very useful for students so that they have time to practice skills in their daily routine activities. Teaching 4C (critical thinking, creativity, collaboration, and communication) competencies to the students are expected to create students who are skilled in good communication, students who

are able to establish good cooperation, students who have solutions to the problems faced, and students who are able to create new innovations. Therefore, students are required to master the 4C (critical thinking, creativity, collaboration, and communication) competencies so that they can compete with the global world.

English is the first foreign language taught from primary to university. The main reason people learn English is in order to communicate with each other regardless of their first language. However, the use of English has become a crucial need not only for routine life, but also for official communication. Abdullah (2010) quoted by Adrian (2017) states that English is seen as a strong communicative language, an excellent communication skill in English is also a crucial factor when it comes to the criteria for a job application.

There are four skills that must be mastered in learning English, they are listening, speaking, reading and writing. Nowadays, speaking becomes one of the most essential skills to have in order to be able to communicate with foreigners. Speaking is also one of the most essential in our lives, because speaking or oral communication is important to use in daily activities. As stated by Richard and Renandya (2002:210) that speaking is one of the central elements of communication. It means that speaking is very important, and a person can express his or her feeling, emotion, and idea through speaking.

Speaking skill is an essential element to acquire while learning a second or foreign language and the success of mastering the language measures of the performance of learners to speak the language learned. According to Richard

(2008:19) reveals that the mastery of speaking skill in English is priority for many language learners. It can be concluded that the function of speaking skill is to enable students to communicate in real communication and situation. In the 21st century, communication skills are needed, especially in terms of applying for jobs that require communication skills and critical thinking. Therefore, the students must learn and master speaking skill in order to have good communication skills.

Speaking as performance refers to public speaking that focuses on transmitting information in front of audience, and usually delivered monolog (Richards in Salmawati, 2020). Making the message or information can be appropriate of audience is the main focus, instead of the audience and the way they communicate each others. Many people assumed that performance speaking became difficult than others spoken language, because it used formal language and using oral presentation and the speakers need to pay attention to the form and functions that we want to transmit. There are two types of performance speaking skills they are speech and classroom presentation. According to Kaharuddin (in Salmawati, 2020), the both kinds of performance speaking is aimed to make an effective speaking when the students do speaking performance, and to make an effort that the audience easy to understand what the speakers said. Classroom presentation itself has the essential function in teaching and learning process. Teacher can transfer knowledge to the students, and also the students can share knowledge on each other through a presentation. The presentation could be very essential because it needs an ability to make a person or a group understands what we are talking about. It also needs a confident to speaker to speak in front of a

group to make them understand. Giving presentation in front of the class could be a problem for some students who have lack of confident. Speaking anxiety gives a crucial problem on speaking as performance. Teacher needs to realize the source of their anxiety to cope with the students and encourage them to do better presentation in front of the class.

Narrative text is one of material which should be learned by senior high school students. Narrative text is the text to tell about story in order to amuse the reader. In learning narrative text, the students may have difficulties in learning it especially when they delivering presentation about narrative text. They are nervous when the teacher asked them to do a presentation in front of the class and they do not understand the material to be delivered.

Salmawati (2020) conducted a research investigating students' problems in speaking as performance. The aim was to know the problems faced by students when they were doing public speaking. The results showed that the researcher found some problems faced by students in speaking as performance that come from linguistic problems that consist into three factors and nonlinguistic consists two factors. Linguistic problems included lack of vocabulary, poor in grammar, and poor in pronunciation. Furthermore, nonlinguistic problems also faced by students such as fear of making mistake, and lack of confident.

Based on preliminary research of the students in grade 10 at SMAN 11 Medan, the researcher concluded that the students had some problems when they were in speaking performance especially in the classroom presentation. Based on observation that have been made during the researcher following the presentation

that took place in class using English, the researcher found the problems faced by grade 10 students at SMAN 11 Medan when they speak English in front of the class such as lack of confidence, lack of vocabulary and poor pronunciation. Horwitz (2001) quoted by Salmawati (2020:27) explained six factors that contribute to speaking problems they are classified into two linguistic and nonlinguistic problems. Linguistic problems are divided into three called lack of vocabulary, pronunciation and grammar. Nonlinguistic problems also classified into three called fear of making mistake, lack of confidence and apprehension of other evaluation. The problems experienced by students are dominated by lack of confidence and lack of vocabulary when presenting in front of the class. During the presentation, only a few students were active and some students had low participation. Most of them looked nervous and worried and did not participate during the presentation process.

Based on the background above, the researcher is interested to do this research to find out more clearly information about what problems are faced by students when they are in speaking performance especially in the classroom presentation. The teacher needs to know the source of problems to cope with the students' problems and encourage them to do better speaking performance.

B. The Problem of the Study

Based on the background of the study above, the question of this research as follows:

1. What are the problems faced by students in speaking performance?
2. How do the students cope with the problems faced in speaking performance?

C. The Objectives of the Study

Based on the problem of the study, the objectives of this research as follows:

1. To find out the problems encountered by students in speaking performance.
2. To investigate how the students cope with the problems in speaking performance.

D. The Scope of the Study

The scope of this research focuses on the problems of speaking performance, especially in the classroom presentation that the students faced. The researcher focused in the classroom presentation for 10 grade IPA 5 students of SMAN 11 Medan in learning narrative text.

E. The Significances of the Study

Theoretically, this study is expected to give further information or references about students' problems in speaking performance. Practically, this study is expected to be useful for:

1. Students, it would help the students to know what kind of problems in speaking performance especially in making presentation. It can improve the students' speaking skill. Also can anticipate the types of problems and factors that faced by students.
2. Teacher, it would provide contribution to the teacher to know what kind of students' problems in speaking performance.
3. Researchers, further researchers may use this study as their reference to fulfill their study regarding about what linguistic and nonlinguistic problems based on speaking performance that the students faced.