

Chapter I: Introduction

This chapter presents general problem regarding this study about the issue on students' poor academic performance in English Learning. This section includes research background, research question, research aim, research delimitation, and research significance.

Background

As a tool of exchanging meaning, language is considered important. In particular to English as a worldwide language, it is regarded to be a vital tool of communication that connects the native-speakers and non-native-speakers around the world. In a number of superior countries that use English as the first language, it makes this language becomes a dominant language in communication and encourage people in all parts of the world to use English. Hashemi (2011) and Susanna (2007) mention that the expansion of English carries out some responsibility for studies, journeys, social and professional global contacts and many kinds of it (in Souriyavongsa, et, al, 2013). Because of those influences, the demand for mastering and speaking English language is significantly needed. The discussion and examination about English in teaching and learning are also conducted all over the world due to remember the preparation on facing the global community.

In Indonesia, English curriculum has long been introduced as it is stated on the decree Number 060/U/1993 dated 25th February 1993 of Minister of Education and Culture and the 1989 Constitution on the System of National Education. It states that teaching English subject at schools is the ultimate purpose for making

the students to be competent with English in this globalization era (Rachmajanti, 2008). The government has proposed English an obligatory subject at secondary school in Indonesia which is taught as a foreign language (Nurkamto, 2003). As a result, English subject is taught starting from junior high school (SMP) until senior high school (SMA). Nurkamto (2003) also completes that the goal of teaching English in school is for developing the students' competence in communicative aspect, so that they will be advantaged for their university education and future career.

In addition, Tuan and Mei (2015) strengthen that the main goal of teaching English language is making the students to be able in speaking English. Learners of English are considered successful in language learning when they can carry out the English conversation. However, the aim of teaching English for fulfilling the standards as also confirmed in Indonesian curriculum still does not give satisfied result. Many researches and teaching experiences have shown that even after many years experience of studying English, students tend to have poor performance particularly in speaking the language. Regardless some students pass the English test, yet they are far from achieving the communicative purpose. Problems such as cannot speak or give their opinion in simple English correctly and difficult to understand the teachers' in English are seen among the learners.

Studies on the state of language teaching at school notice that the students' performance in speaking English remains unsatisfactory among teachers. This makes the present research hypothesizing that the students possess poor speaking performance. Proved by Hariyanto, et al (2018) that beside the students' problems

in four language skills, students own some problems such as having no motivation to learn, cannot speak their opinion, cannot create a single flawless sentence, and feel discourage or fright out to make mistake in English. This questions the English learning process, whether run effectively or conversely. Therefore, the concern on students' poor performance in speaking English is worth of attention and need to be investigated as it is commonly faced by the education in Indonesia. Discussing the performance itself has a close relationship to speaking skill. Speaking as a part of productive skill, allows students to use or produce the language. In Newby (2011), Hymes (1972) confirms that performance is "a product of social interaction", which means it involves utterances through speaking. Moreover, Chomsky (1965) stated that the output of linguistic performance is speaking (in Wahyuni, Ihsan, and Hayati, 2014). Furthermore, speaking is a realization of language performance that takes input from the linguistic competence or the language knowledge of the speakers. In the other words, the English knowledge possessed by the students such as grammar, vocabulary, sound and the likes make them can perform speaking (in Wahyuni, Ihsan, and Hayati, 2014).

Several researches related to students' speaking performance have been carried out. Study conducted by Tuan and Mei (2015) has presented some problems faced by students in speaking performance. Surprisingly, these problems are commonly encountered on the students' learning activities. They are: (1) the students speak very little or don't even speak at all, (2) they cannot have any idea to say, (3) they speak local language in pairs or in groups discussion, (4) uneven or low

participation, (5) they have no motivation to express themselves in English, (5) they are afraid of criticism or losing face, (6) they habitually translate the information in English textbook into the local language before speaking, (7) and another last is the students sounds unnatural to speak because just look and read the English book. These problems show the students' poor performance in speaking English and become dissatisfaction towards the students' proficiency in learning English.

Besides, there are some factors of the students' poor performance in speaking English. The study examined by Husnawati (2017) finds two factors of students' problem in speaking performance. They are internal factor that includes psychological aspect such as self confidence, anxiety, and motivation to speak and linguistic competence such as lack of vocabulary, poor grammar knowledge. Meanwhile the external factor includes the performance condition such as time pressure, planning, amount of support; and learning environment. In addition, Tuan and Mei (2015) also clarify some factors that affect the students' speaking performance, which involve topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, pressure to perform well, and time for speaking preparation.

Additionally, Wahyuni, Ihsan, and Hayati, (2014) investigate an analysis about correlation between linguistic competence and speaking performance and contribution of linguistic competence to speaking performance. The study shows that there is a significant correlation between the two variables. The students who are in good category of linguistic competence have the same category of speaking

performance. As well as the students who are poor or very poor in linguistic competence have the same category in speaking. Moreover, there is a contribution of language competence to students' speaking performance. It is noticed through the students' score on test of language competence. The best score of the language competence has shown that the students' knowledge about the language affects them to apply the knowledge to their speaking ability.

In other words, the research confirms that the linguistic knowledge possessed by the students has influence to their speaking performance. This has added one factor of the students' poor speaking performance, in which relates to the students' mastering of linguistic knowledge. Therefore, it uncovers that the causes of students' poor performance in speaking English might come from inside of the students.

Many studies have proposed various methods for improving the students' competence in learning English. Particularly in Indonesia where English is taught as a foreign language, there are hundreds of studies that investigate the language teaching methods for gaining a better result of students' achievement in English. Yet, a persistence result on students' poor speaking performance in English still occurs. In advance, it is more important to have depth analysis concerning the reason of why studies on teaching strategy or some related things come up. There rarely have some analysis that unveil the factors or reasons of why teaching methods or language learning activities fail to produce competent students in English especially in communicative aspect. Hence, this is considered to be more crucial to investigate the influential factors that affect the students having

dissatisfying result in English or poor in English particularly on speaking performance. Through looking out or examining the fundamental aspect that causes the phenomenon, it can yield a precise methods or strategy to solve the problems.

In order to investigate the students' poor performance in speaking English, this study focuses on examining the factors particularly in senior high school students in Gorontalo. The usage of English as a foreign language in Gorontalo is rarely applied particularly in daily situation and class activity. Eventhough English lesson has been taught for about six years in secondary school or more in supplementary course, majority of the students cannot avoid the difficulty in speaking English.

This research takes sample on SMA N 1 Limboto, since it is observed that the students still find it is hard to speak English. The capability of their speaking skill is considered bellow the standard of English teaching and learning objective. Some students also take additional course to improve their English. And there is also an English community program held by school, but not almost all students are enthusiastically to join it. Meanwhile it is known that the school has become the subject when the native English teachers conduct teaching English. Hence, this questions the factors that influence the students' speaking performance in SMA 1 Limboto particularly.

Accordingly, the appearance of the students' problem in learning English as seen from their poor performance in speaking English has led the focus of this study to explore the factors that contribute to this issue. It is necessary to have depth

analysis for investigating the reason behind the issue and to realize the way out or resolution to confirm such concerns. In brief explanation, this study conducts an analysis relates to the issues on students' poor performance particularly in speaking English. The case study is conducted among the students of secondary school which is specifically at SMA Negeri 1 Limboto.

Research Question

In order to achieve the purpose of the study clarified on the introduction, the following research questions guide this study:

What are the factors that cause the students' poor performance in speaking English as a foreign language?

How are the solutions to overcome the students' poor performance in speaking English?

Research Aim

To answer the problem statement above, this research is conducted to meet the following aims, which are:

To identify the factors of the students' poor performance in speaking English as a foreign language.

To find out the solution of students' the poor performance in speaking English

Research Significances

This research is conducted not only to fulfill the master degree, but also is expected to be essentially significant in theoretical and practical use.

Theoretical Significance

Firstly, this study is expected to provide crucial contribution in English language and teaching field which particularly concerns on students' poor performance in speaking. This study can be used as reference that uncovers the factors of behind the students' problem in speaking skill.

Secondly, the result of this study is expected can educate the stakeholders in educational parties and people in general for better understanding in English teaching and learning field.

More importantly, this study is expected can be the solution solve the problem happens in English language teaching and learning field in regard to students English speaking performance particularly.

Practical Significance

The result of this research is expected can be the recommendation for the government especially to education and culture ministry for having back English subject starting from primary school on account to face the fact that lack of basic English knowledge become the factor of students' poor performance in English learning.

Moreover, the contribution of this study is expected can be utilized by teachers as consideration in teaching English in which pay more attention in improving the students' reading, listening, writing and speaking skills especially.

Additionally, the use of this research is expected to offer valuable information for further research in the same field.

Research Delimitation

In accordance with the tendency of students' poor performance in speaking English, this thesis focuses on examining the factors that contribute to the students' speaking performance and the solution to overcome the problem. The data are analyzed by considering theories from several experts on the field such as Husnawati (2017), Songbatumis (2017), Astuti (2015), Minghe and Yuan (2013), Rozimela (2016), and Fatiloro (2015). This research is conducted at secondary school of SMA Negeri 1 Limboto especially towards students of eleventh science three grade of academic year 2019/2020. The reason of choosing this place as the site is since the school has become one of the leading secondary school in Gorontalo especially in English program.

Furthermore, this study narrows the participants into 1 class from a total 10 classes of eleventh grade that divided from 5 science class and 5 social class. Afterwards, this study analyzed 8 students to be the participants. The participants are chosen purposively with some requirements. First, at that grade the students are categorized in the proper category at studying English which in the middle grade of learning process. At this grade, they have many experiences during the process of previous English learning and they can anticipate the better solution for their English studying in next grade. Second, they are categorized as the students who are poor in speaking English based on the teacher's judgment. Thus, the participants are suitable in line with the focus of this study that investigate factor and solution of the students' poor speaking performance. To ensure the participants are poor in speaking English, this research have also assessed their

speaking skill them based on the indicators of poor speaking performance of Brown (2004). Third, the selected eight students are sufficient to be the participants since the study uses qualitative method of analysis in which a small number of individuals is proper for obtaining the data Creswell (2012).