CHAPTER I

INTRODUCTION

A.   Background of the Research

Speaking is the most obstacles skill for students who want to learn English. As a speaking skill to help students communicate with others and to find out students' abilities and weaknesses in speaking English.

Nunan (2000) said that speaking is very important in our lives because without speaking we cannot know what other people are talking about. And speaking is a way that should be used to interact with other people. From this statement, it is clear that speaking is a very important aspect of mastering English. For succesful, speaking can be measured through students' skill in speaking English carrying out conversation and interacting verbally in English. So it can be concluded that English speaking skills must be mastered if students' are determined to improved their abilities.

Speaking is an ability that can produce word for word into a sentence. There are many components of speaking, namely vocabulary, fluency, understanding, and pronunciation. Speaking also requires practice because speaking is a very obstcles skill. So, students have to practice speaking English every day.

But in reality, students do not want to speak English and they have obstacles in speaking English, and the obstacles are: students are afraid to make mistakes when they speak, students can't express well because vocabulary is reduced. Another obstacles is making students hesitate in speaking because they are nervous and embarrassed.

The students were afraid to speak English in front of other people, because the students did not arrange word for word into sentences. However, many factors cause obstacles in speaking English such as lack of vocabulary, lack of grammar, lack of pronunciation, nervousness and embarrassment.

Kawai (2008) said that the ability to speak English as a second foreign language well is an important goal for many students. When learning the dominant English language skills, speaking here there are still many students having obstacles in speaking English, the main problem is student anxiety, lack of motivation in students, so the solution is that students have to talk more, socialize in class and outside the classroom.

In addition, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, writing) because people who know a language are called language speakers.

Speaking is one of the four skills in English subjects as a tool to communicate with each other. According to Hornby (1985), speaking is the use of words with ordinary voices, say the words, know and be able to use language, express oneself in words, make a speech. In short, speaking skill is the ability to carry out linguistic knowledge in actual communication.

B.   Scope of the Research

This study focuses on the students' obstacles in speaking English, and what are the most dominant factors that cause Students' Obstacles in Speaking English at

Muhammadiyah University English Language Education Study Program of North Maluku.

C.   Statement of the Problem

Based on the background, the research problem can be formulated as follows: What obstacles do the students have in speaking English and what are the dominant factors ?

D.   Objective of the Research

Based on the formulation of the problem above, the research objective is to find out students' obstacles in speaking English and the dominant factors.

E.   Significance of the Research

This section discusses two main ideas regarding theoritical of significance and practical signicance.

1. Theoretical Significance

The results in this research' are expected to contribute to the existing theories related to Speaking English.

2. Practical Significance

The research are also expected to be useful and valuable, especially for students', teachers and lecturers of English as a consideration for their future learning process and can be positive information, especially for those who are involved in the world of teaching and learning English or the second language. And this research are also expected to be practical and theoritical information to develop theories about teaching in learning English.