CHAPTER I
INTRODUCTION

A. Background of the Study

English has become an international language[1] and commonly used by people around the world to communicate with each other. English also called the first world language or lingua franca is used in almost all the fields such as education, science, engineering and technology, medicine[2], business, travel and tourism, and so on[3]. As a result, nowadays, English is taught and learned around the world as a second language. Furthermore, Language is a tool used by people to communicate with each other, to get information, to express their ideas, and also to know others' ideas as well. Language as a communication tool has an important role in getting success in every field. Where communication takes place, where there is speech[4] and in the process of delivering a speech, people will always use a language. Without speech, people cannot achieve their aims, objectives, and their goals. So, that is why speaking skills are important to be mastered by people, especially for EFL/ESL students. The reason that inhibits the ability of EFL students in learning to speak is the difficulties faced when learning English, such as grammar, vocabulary, and others. Therefore, as EFL students, it is necessary to improve their English-speaking skills to be able to communicate not only with friends, family, and the environment but also be able to speak well with foreigners.

In the process of acquiring English as a second language, the learners have to acquire all of the four basic skills of language. Those are speaking, reading, writing, and

---

[1] Ishrat Aamer Qureshi, "The Importance of Speaking Skill," *Gerald Gillis*, no. 5655 (2013): p. 2, http://www.geraldgillis.com/importance-speaking-skills/.

[2] Parupalli Srinivas Rao, "The Role of English As Global Language," *Edukasi* 19, no. 1 (2021): p. 66, https://doi.org/10.33387/j.edu.v19i1.3200.

[3] P. S Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): p. 7, www.acielj.com.

[4] Sadullayeva Nilufar Kadamovna, "The Importance of Speaking Skills for Efl Learners," *Ijiert* 8, no. 1 (2021): p. 28.

listening. Rao stated that listening and reading are passive skills or receptive skills, otherwise, speaking and writing are active skills or productive skills[5]. Therefore, the ability to communicate in most English language training programs is emphasized as one of the learning outcomes[6]. Difficulties in learning English in the EFL context are always interesting. Analyzing it from the view of internal and external factors is the major interest of this case study. And in this globalization era, English has become a medium of communication, both locally and globally. English is used as an international language and also as a second language in other countries. In Indonesia, the use of English is something that is still strange because the language used daily is the national language or traditional language[7] and traditional language is the most used language in daily life.

Speaking is always interesting to study because it can find out what students' obstacles can make it difficult to speak in English. Difficulties in speaking English can be seen from several factors, including students who feel they do not need English which make them lazy in practicing English, or also from difficulties in students pronouncing English sentences. In addition, based on Wahyuningsih and Afandi, Students encounter some problems in speaking English such as lack of proper vocabulary, lack of mastery of grammar, lack of correct pronunciation, lack of English input outside the classroom, lack of confidence, and lack of language development in the curriculum[8]. Based on these problems, there must be adequate activities that can support the development of students'

---

[5] Rao, "The Importance of Speaking Skills in English Classrooms." p. 7.

[6] Tran Q. Tao and Dang T. N. Nguyet, "*Four aspects of English speaking difficulties encountered by tertiary English-majored students",* Ho Chi Minh City Open University Journal of Science, 9(2), 53-64 (2019): 53 <DOI:10.46223/HCMCOUJS. soci.en.9.2.261.2019>

[7] Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, "Students' Strategies in Learning Speaking Skills At Smp Nasrani 3 Medan," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 91, https://doi.org/10.33394/jollt.v8i1.2238.

[8] Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, https://doi.org/10.12973/EU-JER.9.3.967.

speaking skills. Becker and Roos stated that the young learners should be supported in developing their vocabulary and fixed expressions in practicing speaking English for use in role play and topic-based situations and which serve as a basis for further learning and language use[9].

Improving students' speaking ability and fluency will be an important point of this research because the aim of this research is not only to find out the causes and effects of students' speaking fluency, but also the solutions that can be drawn from this research. Student's fluency in speaking can be practiced by compiling and then expressing what is in their minds well and then it can be understood by others. Apart from compiling and expressing language well orally and in understandable language, students also learn how to convey the meaning of language according to the context in which it is spoken[10]. Furthermore, the researcher wants to find out what alternatives can be done by teachers to increase students' motivation in learning speaking and what alternatives can improve students' ability to master speaking fluently. It can be strategies that are directly related to learning (cognitive) or a strategy that indirectly involves the learning process (metacognitive) obtained from teacher and students perspective related to this study.

Research related to gender differences in learning speaking English has been carried out by several researchers such as those related to speaking anxiety among single-gender conducted by Zulkiflee and Nimehchissalem[11], and Siew[12], gender representation in textbook conducted by Salami and

---

[9] Carmen Becker and Jana Roos, "An Approach to Creative Speaking Activities in the Young Learners' Classroom," *Education Inquiry* 7, no. 1 (2016), https://doi.org/10.3402/edui.v7.27613.

[10] Lingga, Simanjuntak, and Sembiring, "Students' Strategies in Learning Speaking Skills At Smp Nasrani 3 Medan.", p.7.

[11] Mohamad Fakhrul Aiman Zulkiflee and Vahid Nimehchisalem, "Speaking Anxiety among Single-Gender and Co-Educational Schools Students in an Online Learning Context," *Open Journal of Modern Linguistics* 12, no. 04 (2022): 438–59, https://doi.org/10.4236/ojml.2022.124032.

[12] P.H. Siew, "The Impact of Gender on Speaking Anxiety among Malaysian Tertiary ESL Learners," *TESOL in Context*, 2012, 1–14.

Ghajareh[13], and Lee, et al.[14], learning strategies and gender differences conducted by Mahmud and Nur[15], and so on. However, the research related to the difficulties of single-gender in speaking English is still rare especially in Indonesa. So, based on the explanation above, the researcher wants to find out if there are problems when male and female students are not united in one class, especially in learning speaking. Moreover, the researcher wants to find the cause and solution of this problem. Because, in the future students will need the skills to speak in English both in formal and informal activities. Today, the use of English is commonly used throughout the world. It is better for students as national assets to be able to master and be fluent in English in order to keep up with the times.

The researcher will analyze what are the difficulties of single sex students in MA NU Ibtidaul Falah Samirejo Dawe, Kudus in learning English speaking skill. Is there any influence of male and female students who are not united in class, is there any difference in the problem in learning speaking process between male and female classes. As a result, this study's title is "Difficulties of Single-Sex Class Students in Learning Speaking: A Case Study at One Islamic Senior High School in Kudus".

B. Research Focus and Scope

This study uses interviews and observation to collect data to analyze what are the difficulties of single gender students in MA NU Ibtidaul Falah Samirejo Dawe Kudus in learning speaking. The interview and observation process will take six students which consist of three male students from 10th

---

[13] Ali Salami and Amir Ghajarieh, "The Gendered Discourse of 'Equal Opportunities for Men and Women' in Iranian EFL Textbooks," *Gender in Management* 31, no. 2 (2016): 114–33, https://doi.org/10.1108/GM-04-2015-0036.

[14] Jackie F.K. Lee and Peter Collins, "Construction of Gender: A Comparison of Australian and Hong Kong English Language Textbooks," *Journal of Gender Studies* 19, no. 2 (2010): 121–37, https://doi.org/10.1080/09589231003695856.

[15] Murni Mahmud and Sahril Nur, "Exploring Students' Learning Strategies and Gender Differences in English Language Teaching," *International Journal of Language Education* 2, no. 1 (2018): 51–64, https://doi.org/10.26858/ijole.v2i1.4346.

grade IPS (social class) and three female students from 10th grade MIPA (science class) and for the questionnaire it will be responded by the male students of 10th grade of IPS (social class) which consist of 27 students and the female students of 10th grade of MIPA (science class) which consist of 31 students.

C. Research Problems

Based on the research background explanation above, the researcher formulates the questions of this study below:

1. What are the difficulties of single-sex students of male class in learning speaking?
2. What are the difficulties of single-sex students of female class in learning speaking?
3. What are the alternatives for handling the difficulties of single-sex students in learning speaking?

D. Research Objectives

The main object of the research is to discover the difficulties of single sex students at one Islamic Senior High School in Kudus in learning speaking. And that main objective involved will consist of:

1. To discover the difficulties of single-sex students of male class in learning speaking.
2. To discover the difficulties of single-sex students of female class in learning speaking.
3. To explain the alternatives for handling the difficulties of single-sex students in learning speaking.

E. Research Significance

The finding of this study will redound to the utilization of speaking learning strategy. Speaking is important to EFL learners to be mastered because speaking is commonly used by teachers in the teaching and learning process. Therefore, the researcher hopes that this research reflects the single sex student difficulties in learning speaking and give solutions to the students and teacher in making learning speaking strategies in EFL classroom.

F. Systematic of Writing

The systematic writing is used to provide the structure of the research clearly.

The thesis systematics is follows:

Chapter I is the introduction. This chapter describes the research background, research focus and scope, research problems, research objectives, research significance, and systematic writing.

Chapter II is a review of related literature. In this chapter, the theoretical basis is provided or described, the review of related previous studies and theoretical framework.

Chapter III is research methodology. This chapter will provide the type of research approaches, research stings, research subjects, data resources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is finding and conclusion. In this section, an overview of research objects, description of research, and data analysis from the research.

Chapter V is closing. As the final chapter, this chapter briefly presents conclusions obtained from the discussion and also contains suggestions for interested parts for the development of further research.