

CHAPTER 1

INTRODUCTION

A. Research Background

Nowadays, there are many languages used by humans from various circles. Language is the important of tools communication that is used to convey the message or the intent that the speaker wants to say to the listener as an aspect of communication among nations all over the world. As a tool of communication, language has an important function in expressing intentions to other people. By using language, people will be able to express their thoughts and feelings. Language is considered a communication system that uses symbols and words to express a meaning using sound, idea or thought.¹ The system is in the form of conventional symbols, vocals, written or arbitrary gestures that enable members of particular community to communicate intelligently with others.² This means that language is communication.

One of the languages that is often used is English. English is classified as an international language. English is one of the languages that can be used as a medium to communicate with people all over the world. This shows how important it is for people to learn English. English is used as an international language which makes it easier for many people to communicate internationally level. Through international languages, more people can easily communicate with other people even from different countries. This is very useful because each other can understand the meaning of what the other person is talking about. People assume that English is the second language that students learn. In the context of Indonesia, students do not use English in daily communication in society, but English is considered a foreign language that students only learn at school.³

¹ Willy Suari, An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa. (Medan: UIN Sumatera Utara Medan, 2021). p.1

² Tasmia, Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi. (Jambi: UIN Sutha Jambi, 2019). p.15

³ Ita Suryani, I Wayan Suarnajaya, Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol. 4, International Journal of language Education, 2020, p.50

English is a crucial part of educational activities. In many countries, English is positioned as a foreign language that everyone should master. The countries' education system implements English as one of the compulsory subjects in school. According to Chand, G.B, English is taught from first grade through university level as a compulsory subject from intermediate to post-graduate level in Nepal.⁴ English is a foreign language that must be mastered by everyone in Indonesia, especially for students. The government decided that English should be studied by elementary, middle, high school and university students in order to improve higher quality human resources in Indonesia.

In this research, the researcher focuses on the speaking aspect. One way a person communicates is through speaking. Speaking is an action, process and communication skill between a person and other people to share information. Speaking is a means of connecting language from one person to another. Speaking is one of central element of communication. As a communication system, speaking plays an important role in our daily lives. Speaking ability has become an important element of the interaction process, both social and personal interaction in all aspects of life.

Speaking is one aspect of learning a second or foreign language that everyone must master. Based on the school curriculum (K13), speaking is categorized as one of the skills in mastering English.⁵ For English language learners, having a good speaking skills will give them a chance to communicate. In addition, speaking English can make access easier if someone is able to master it fluently. However, in reality learning to speak is not as easy as it seems. In fact, speaking English is more difficult than writing and reading. People need to have several things before they start to speak, such as correct grammar, pronunciation, and also need to have a large vocabulary treasury. Furthermore, external factors are also needed, such as self-confidence and a bold attitude to start.

Speaking English is a problem for every students in school. According to Santi Adriani Putri et al, English speaking is a material

⁴ Chand, G.B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. Indonesian Journal of English Language Teaching and Applied Linguistics, 6(1), 45-60

⁵ Yeni Efianti, An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency, (Pekanbaru: UIN SUSKA Riau, 2022), p.2

particularly difficult for some people.⁶ Speaking a language is difficult especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Nowadays, Most students still face obstacles in learning to speak English. Speaking problems that students faced will make it difficult to master language and understand language knowledge itself. Ita Suryani et al pointed out that most people believed that speaking is a person's competency to speak a particular language without forgetting supporting competencies such as grammar, fluency, pronunciation, and speaking content.⁷ However, these competencies are not overly mastered. The main problems students face in speaking are lack of grammar, fluency, and pronunciation.

Moreover, there are many challenges in developing speaking skills through EFL learners' classroom interaction, such as nervousness, fear, and lack of attention to class. There are some students who do not have the motivation to start talking in class because they lack confidence and felt shy. In the same way, a lack of vocabulary and fear of making mistakes as one of the main problems in developing speaking skills.⁸

Therefore, solutions and ways of completion are needed so that students no longer have difficulties when starting to speak English, because people who cannot use the language that many people in the world use, will facing many problems in their life. Considering the above phenomenon, the researcher is interested in conducting research on students' difficulties in speaking. The researcher want to know the factors of students' difficulties in speaking English. Based on the background above, the researcher decided to conduct a research entitled "The Factors of Students' Difficulties in Speaking English Faced by Junior High School Students (A Study at MTs in Jepara in the Academic Year of 2022/2023)".

⁶ Santi Adriani Putri, Samsul Amri, Ahmad, *The Students' Difficulties Factors In Speaking*, Vol.1, J-SHELVES OF INDRAGIRI, 2020, p. 118

⁷ Ita Suryani, I Wayan Suarnajaya, Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol. 4, International Journal of language Education, 2020, p.49

⁸ Chand, G.B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. Indonesian Journal of English Language Teaching and Applied Linguistics, 6(1), 45-60

B. Research Focus and Scope

In this research, the researcher limit the problem primarily to exploration English speaking difficulties faced by junior high school students. The subjects of the research are students at MTs in Jepara, especially in English subject. The researcher chose the research object, which is middle school based on several things. The first is because the school is still relatively new, it was founded in 2013, so the reseacher have a high sense of curiosity to see directly the speaking abilities of their students in English classes. Second, the population of students in the class is still relatively small, especially the eighth grade, so as is the fact that learning will be more effective because the teacher only handles a few students so it is possible that the school actually has great potential for its students in every subjects, especially English, which if every student has adequate abilities and is honed properly, it will bring the school's good reputation.

C. Research Problems

Based on the background above, the researcher formulated the research questions as follows:

1. What are the factors that cause students' difficulties in speaking English?
2. How to solve the students' difficulties in speaking English?

D. Research Objectives

Regarding the problem above, objectives of the research are as follows:

1. To know the factors that cause students' difficulties in English speaking.
2. To know the ways to solve the students' difficulties in speaking English.

E. Research Significances

The research results is expected can contribute to the teachers and the students both theoretically and practically.

1. Theoretically
 - a. The research results can be used for literature review.
 - b. The research can be used as reference for other researchers to develop their research.
 - c. The researcher hopes that the results of this research can be used as a reference in teaching English speaking, especially for junior high school students.

2. Practically

a. For students

This research is expected to help students to find out their problems in speaking English and they will evaluate themselves after they know about their problems in speaking English. In addition, it is hoped that the results of the research can make students improve their speaking skill so they can interact with other people in their environment using English.

b. For teachers

The research results is expected can be used as evaluation and as assistance for teachers to determine the factors and causes of students' difficulties in speaking English. After the teacher knows the students' problems in speaking English, she/he can use new and better strategies in learning to speak English so that students have good achievement and to solve students' problems in English.

c. For researchers

This research hopes will be useful for future researchers to use this research as a reference if they want to conduct similar research and to help them improve their research to make it better.

F. Definition of Key Terms

To avoid misunderstanding the problem and misinterpretation of the research findings, the researcher want to explain the key terms used.

1. Analysis

Analysis is the process of breaking down a concept, proposition, linguistic complex, or fact into their simple or basic constituents.⁹ It is also defined as an investigation into an event to determine the actual situation.¹⁰ In this research, what is meant by analysis is an investigation of something that is used to measure students' difficulties in speaking English.

2. Students' Difficulties

According to Yeni Efrianti, students' difficulties are something that is difficult to do or understand faced by the

⁹ Robert Audi, "Cambridge Dictionary of Philosophy", 2nd ed., 1999, ed.

¹⁰ Yeni Efrianti, An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency, (Pekanbaru: UIN SUSKA Riau, 2022), p.6

students who have behavioral and emotional disorder, or specific learning difficulties.¹¹ Students may face problems in learning to speak because they have different social and educational backgrounds, no language training, and too much influence of the mother language.¹² In this research, students' difficulties refer to the factors that cause difficulties in speaking English, especially faced by junior high school of MTs in Jepara who deal with speaking skills.

3. Speaking

Santi Adriani Putri et al stated speaking is the use of language verbally to communicate with other people.¹³ Speaking is also defined as one of the basics competencies that students must master in the process of learning English as a foreign language. In this research, speaking skills mean students' ability to speak, say or express something using a loud voice in English.

G. Organisation of Thesis

These followings are how the research organized:

1. Chapter I – Introduction

This chapter presents the research foundation including background, limitations, problems, objectives, significance, and organization of paper. The keys to comprehending this research are provided in this chapter.

2. Chapter II – Literature Review

To maintain the validity and reliability of the research, the researcher provided knowledge related to the topic. It was taken from a reliable linguists around the world.

3. Chapter III – Research Methodology

How to feed the body this research is based on the data explained here. In this session, there will be research design, samples, data collection, data instrument, and data analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples gives a lot of objective views in gaining the data required.

¹¹ Yeni Efrianti, An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency, (Pekanbaru: UIN SUSKA Riau, 2022), p.6

¹² Ita Suryani, I Wayan Suarnajaya, Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol. 4, International Journal of language Education, 2020, p.49

¹³ Santi Adriani Putri, Samsul Amri, Ahmad, *The Students' Difficulties Factors in Speaking*, Vol. 1, J-SHELVES OF INDRAGIRI, 2020, p.117.

4. Chapter IV – Findings and Discussions

It is the spirit of the papers. The findings display all results of data analysis. The research questions meet the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussions of the findings.

5. Chapter V – Conclusion and Suggestion

The takeaways from this research are described briefly in this chapter. This is the end of the paper.

