

# CHAPTER I

## INTRODUCTION

In this chapter the researcher present the background of the study, research question, the purpose of study, significance of study, the scope and limitation of the study and definition of key terms.

### **A. Background of Study**

Students find speaking English a problem even though they have been learning English for such 7 years. Though they have good record in their school test, their English speaking skill is weak. As language means for communication, the development of oral communication skills is very essential in teaching and learning practice. Students, therefore, need to create an effective communication in the target language and it requires the use of strategy (Dörnyei & Scott, 1997). Since oral communication involve a complex process (Kömür & Büyükyavuz, 2003), it is essential to be aware of problems occurred in speaking particularly fluency problems.

Nowadays, the used of English has gone world widely in many fields including education in English as a Foreign Language (EFL) countries. Different language used in EFL context has made EFL students difficult in expressing their idea in English. Although EFL students are good in English competency, they are learning grammar, but their speaking skills are low. Since language learners are often referred to “speakers” of the target language, speaking attach more important in language learning (Xiauin, 2006). For EFL students, speaking is prone to be an obstacle in learning the language. Most of EFL students face difficulties in speaking English because English is not their daily language.

Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make english department students have difficulties to communicate in English. This article will analyze the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, Platt, and Weber (as cited in Nunan, 2015: 226) defined the characteristics of communicative competence as: Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what.

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. As Bailey and Savage (2014: 98) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the

language in any occasions or when communicate with the other students in academic context.

When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle.

Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2022: 76). However, foreign language learners experience frustrating feeling of not being able to participate in speaking activity. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2020: 92). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2015: 113) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

Other problems that appear in student's speaking are lack of self confident and anxiety. They may confront with certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the students themselves are not believing that they are able to speak, it has become a big problem for them. As Lawtie (2014: 134) states that speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties. Therefore, finding a way out for solving speaking problems become very essential so that the student can speak English better.

Since the fourth Semester students of English department of IAIN Kediri are the English foreign learners (EFL) they may faced certain problems that keep themselves cannot speak English better. Within this research, the researcher wants to find out what are the problems encountered by the fourth Semester students of English department of IAIN Kediri.

Although numerous studies have investigated students' difficulties in speaking English, few have examined these challenges within the specific context of fourth-semester English department students at IAIN Kediri. Additionally, previous research has paid limited attention to the actual strategies employed by students to overcome these difficulties through a qualitative case study approach. This study seeks to fill that gap by providing an in-depth analysis of students' speaking problem, contributing factors, and coping strategies in a localized academic setting.

**B. Research Question**

Based on background of study and focus of the study, the research's questions are stated as follow:

1. What are the speaking problems encountered by the fourth Semester students of English department of IAIN Kediri?
2. What are the students' strategies to overcome the difficulties in speaking?

**C. The Purpose of Study**

Based on the research's questions are mentioned above, the writer has the purposes of the study as follows:

1. To find out the speaking problems encountered by the fourth Semester students of English department of IAIN Kediri.
2. To find out the suitable solutions for speaking difficulties.

**D. Significance of Study**

The significance of the research are practically, the research can be contribute as : additional reference for teachers in teaching process about students' speaking accuracy and fluency problems in speaking English in the fourth Semester of English Education Department at IAIN Kediri. So the teacher solve the problem in the class. Alternative, after the students understand about the problems, the students get help from the teacher and English Education Department to practice their English. Students could understand English speaking fluency and accuracy problems, and students could strategies speak learning English order to accelerate and enhance their speaking skill, practically, students could overcome difficult in speaking English. Theoretically, this research could be

a reference for the next researcher and will give readers knowledge about the students's speaking problem.

#### **E. The Scope and limitation of the Study**

Based on the background of the study, the researcher needs to explain the scope and the limitation of this study. The scope of the problem is important to avoid some misunderstanding. This research focused on the problems encountered by English department students in speaking English by fourth Semester of IAIN Kediri.

#### **F. The definition of Key Term**

To avoid misunderstanding of concept used in study, some definition is provided, as following:

##### 1. Speaking

It is the action of conveying information or expressing one's thoughts and feelings. Speaking difficulties are difficulties that speaker could have when dealing with speaking skill. Skill is the ability to do something well. Speaking skill is the ability to speak well, accurately and proficiently. Speaking skill strategy is plans to solve difficulties that occur when reaching a particular speaking goal.

##### 2. Problems of Speaking

The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation.

### 3. English Department Student

The academic department responsible for teaching English and American literature. Synonyms: department of English. Type of: academic department. A division of a school that is responsible for a given subject. A student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an institution of higher learning and registered full-time according to the definition of his/her respective academic institution, and who is not employed full-time.