

CHAPTER I

INTRODUCTION

This chapter presents the research foundation for the topic under investigation. It consists of an explanation of the research background, research problems, research objectives, significance of the research, scope and limitations of the research.

A. Background of Study

Speaking is a way for someone to express hidden ideas, feelings, experiences, and knowledge to others. According to Nunan (1991), speaking is the main key to expressing or explaining one's intentions in certain situations or activities to report something to be conveyed. Therefore, everyone needs to have good speaking skills to convey the message because a lack of verbal communication skills will affect the success of communicating. Besides that, having good speaking skills will make it easier for someone to accurately transfer ideas and information that they want to convey to listeners so that there are no misunderstandings between the two parties, both within the scope of the school and the community.

Even learning English is usually associated with learning to speak, where speaking is part of skills in English as Ur has stated that speaking is considered to be the highest skill he defined in four skills (listening, speaking, reading and writing). Speaking is one of the most important skills to develop for English learners because speaking includes all other kinds of knowledge, and a person who has mastered a language is also called a "speaker" of that language, as if speaking includes all other types of knowledge and most foreign language

Learners are primarily interested in learning to speak. Besides that, speaking is the ability to interact with other people and involves various skills especially since English has become an international language. Therefore, learning English is important if the learners want to interact with people from all over the world. This indicates that teachers play the most important role in the learning process in terms of student development.

According to Ur (1996), there are Problems students faced when speaking English including, Needless to say, the lack of participation was even uneven and the use of the native language is still very dominant. Based on this statement it can be seen that the facts in the school environment, where students are lazy to speak English because they do not have ideas or information to talk about, many students are comfortable using their native language.

A real-life situation when researchers interviewed one of the teachers who was teaching English in eleventh grade at MAN 5 Kediri showed that there was a speaking problem among the students. A common problem is that many students struggle to speak English due to a lack of vocabulary. Also, some students feel embarrassed to speak English in front of other students. Therefore, Researchers want to analyze the problem of an English-speaking student in eleventh grade at MAN 5 Kediri. Horwitz (2001) provided an explanation of six elements that contribute to the student's difficulties in speaking English. These issues may be split into two categories: linguistic and nonlinguistic difficulties. Language difficulties may be broken down into three categories: a lack of vocabulary, poor pronunciation, and improper grammar. Fear of making errors, lack of confidence, and worry of other people's evaluations are the three

subtypes that fall under the category of nonlinguistic issues.

Due to the above factors, every student's speaking problem should be identified. This allows researchers to analyze students' speaking problems and then the students can improve their speaking for the future. Based on the problems researchers discover, researchers try to study “An Analysis on Students' Problems in Speaking English of Eleventh Grade at MAN 5 Kediri”.

B. Research Problem

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

1. What are the students' speaking problems in eleventh grade at MAN 5 Kediri?
2. What are the causes of the students' speaking problems in eleventh grade at MAN 5 Kediri?

C. Research Objectives

Based on the research questions above, the objectives of this research are as follows:

1. To analyze the speaking problems faced by the students in eleventh grade at MAN 5 Kediri
2. To know the causes of speaking problems faced by the students in eleventh grade at MAN 5 Kediri

D. Significance of the Research

This research contributes as follows:

- For Students

The results of this study are expected to provide information or describe the problems faced in learning English, especially in terms of speaking and its causes so that students can self-reflect from the problems they face so that they are better in the future and improve their speaking skills which will make it easier for students to learn English in future, and also so that they can easily interact with others people use English wherever they are because English has become an international language.

- For teachers

The results of this study are expected to provide information about the speaking problems faced by students in learning English and the causes of these problems so that they can be used as evaluation material for teachers to improve teaching methods and make it easier for teachers to transfer insight and knowledge so that students no longer face problems while learning English especially in speaking aspect.

- For researchers.

It is hoped that the results of this study can be jointly useful in providing some information or input regarding the speaking problems faced by students and providing additional information for further research.

E. Scope and Limitation of the Research

Researchers limit the problem and focus on studying students' problems and investigating the causes of student problems and English speaking problems.

Specifically in MAN 5 Kediri, the research is only focused on class XI MIPA-2. They will automatically sit in second grade in high school in the 2023 Academic Year when researchers conduct this research. The researcher wants to observe it because most students still have many problems speaking English, for example, they lack vocabulary and are still shy to speak English in class.

F. Definition of Key Terms

- **Speaking**

Speaking is the main key to expressing or explaining one's intentions in certain situations or activities to report something to be conveyed so everyone must have speaking skills.

- **Problems**

The word problems in this study are devoted to some difficulties in speaking English. The problem is the imbalance between expectations of what should be and the reality of what is happening, and the problem is either difficult to deal with or difficult to understand.

- **Speaking Problems**

Speaking problems refer to difficulties that an individual may have in expressing themselves verbally. These difficulties can include a range of issues such as stuttering, difficulty pronouncing certain sounds or words, trouble with word retrieval or finding the right words to express their thoughts, or challenges with fluency, rhythm, or timing of speech.

- **The Causes of Speaking Problems**

The causes of speaking problems are things that make students experience problems with speaking skills or the reason of students face problems in

speaking English. Speaking problems can be caused by a variety of factors including neurological disorders, developmental delays, traumatic brain injury, psychological factors, or simply lack of practice or exposure to a particular language.

- The Component of Speaking

The component of speaking skills is an element contained in speaking there are four components in speaking, including vocabulary, pronunciation, comprehension, grammar, and fluency.