

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the researcher chooses this topic. The basic details of the research are described as following topics: Background of the Study, Research Question, Research Purpose, Research Significances, and Scopes of the Research.

A. Background of the Study

English refers to the language most spoken by people all over the world. English also makes it easier for one another to communicate although with a different background, the English language is also the lingua franca make used by a lot of people. Moreover, Kahrs (2019) stated that foreign students have spoken English everywhere in the World. Thus, English would help people in terms of chat and avoid misunderstanding in providing information.

English in Indonesia is a foreign language a language in which English is not the primary language, but students can still learn it, and most schools require students to learn it. English as a Foreign Language (EFL) for students certainly experience challenges spoken or written in learning English. As mentioned by Tasmia (2019), every student has challenge when learning English. Wiguna (2020) adds that English helps improve students 'abilities, especially on students' proficiency in learning English.

How to use English s is how student speaks English. There are two types of s, such as receptive and productive s. Siti (2015) explains about receptive s and productive s as following: Receptive s, namely listening, reading, and receiving information from teacher. Meanwhile, productive s are s speaking, and writing which is a requirement for students to produce language.

Speaking has meaning as a main when compared to others, such as writing, reading, and listening. Speaking is the essence of a

language because it shows language how to measure one's abilities (Pratiwi, 2013). In addition, speaking is very important for students in order to master the language itself because it can make students communicate easily (Aydoğan & Akbarov, 2014; Parupalli, 2019).

Researcher in this study have observed the speaking ability of tenth grade high school students, in an EFL class, who face several challenges in speaking English. First, students tend to be deficient in vocabulary. Second, students are confused when going to speak when the teacher asks questions. Third, there are limitations for students to learn and practice English at school. Therefore, to improve speaking s in English is a challenge (Rahayu, 2015).

The previous study had discussed challenges in speaking s with its strategies from teacher perspectives. According to Shen and Chiu (2019), the common challenges of speaking faced by the students are mother tongue and linguistic, for example, vocabulary. Similar, this research only discussed the strategies to overcome the challenges from teacher perspectives. However, none of the previous studies studied both challenges and strategies from students' perspectives.

Based on the explanations above, the researcher is interested in investigating the challenges faced by EFL students in SMA Negeri 3 Sungai Kakap. It aims to find out about the challenges they faced. Also, the researcher is interested in investigating the strategies implemented by the EFL students in SMA Negeri 3 Sungai Kakap. It aims to know the things they do to overcome the challenges in the English classroom (Swary, 2014). By reading this research, future researchers and other parties have known the suitable methodology for overcoming the challenges.

Previous research has examined speaking s from a teacher's perspective. According to Hendra (2012), common speaking challenges faced by students are mother tongue and linguistics, such as vocabulary.

Similarly, this study would only discuss coping strategies from the teacher's perspective. However, no previous studies have studied challenges and strategies from a student perspective.

Therefore, researcher are interested in investigating the challenges faced by the first-grade students of SMA Negeri 3 Sungai Kakap with the aim of knowing the challenges they face. In addition, the researcher is interested in investigating the strategies applied by tenth graders at SMA Negeri 3 Sungai Kakap. Future researchers and other parties have found the appropriate methodology to overcome these challenges.

B. Research Question

How Students Speaking Challenges in Learning English to the First Grade Students in SMA Negeri 3 Sungai Kakap?

C. Research Purpose

To find out students speaking challenges in Learning English to the First Grade Students in SMA Negeri 3 Sungai Kakap

D. Significances of Research

The writer hopes this research can give contribution to the English teaching and learning. It has two major theoretical significances practical significances:

1. Theoretical Significance

This research gives information more about out Students Speaking Challenges in Learning English especially to the First Grade Students in SMA Negeri 3 Sungai Kakap. And this research also has lot of important data related to speaking challenges for all institutions.

2. Practical Significance

a. To Teachers

This research is very important so that teachers know student speaking challenges especially in learning English.

b. To Other Researchers

In this study, the researcher really hopes that this research can help other researchers in order to explore more ideas..

c. To Researcher

This research is very important for the author in order to increase understanding of how student speaking challenges especially in learning English.

d. To Headmaster

Researchers here really hope that the results of this research useful as an evaluation material in improving the quality of learning for schools in SMA Negeri 3 Sungai Kakap.

E. Scopes of Research

1. Research Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Creswell, 2014 : 112). The variable in this research was students' speaking challenges in learning English.

2. Research Terminology

This study can be described clearly and does not cause misunderstanding of interpretation, reseachers need to provide confirmation. The following are the term contain in the title of the study as follows:

a. EFL Students

EFL Students are students who are not the original or first language of English itself. Based on Nguyen and Terry (2017) EFL students are not a native speaker of English. It can be said that students learn a foreign language if they learn a language that is neither their first nor second language.

b. Speaking

Speaking s can be defined as a that allows us to communicate effectively using a particular language. The ability to speak is a person's way of communicating well by using language orally (Hadriana, 2018). Speaking s give us the ability to convey information verbally and in a way that listeners can understand.

c. Challenges

Challenges are something that by its nature or character serves as a call to make a special effort, a demand to explain, justify, or difficulty in an undertaking that is stimulating to one engaged in it. Challenge is an obstacle when you want to achieve something. (Yusuf & Zuraini, 2016).

