

CHAPTER I

INTRODUCTION

A. Research Background

English is an international language. Therefore, people need to learn in this globalization era. According to Nilufar Kadamovna (2021) that English is important to learn because it plays an important role in various sectors of life, for example in the fields of medicine, banking, education, business, technology, and tourism. English makes it easy for everyone to socialize or communicate with foreigners. In Indonesia English has been taught and used as a foreign language for 65 years, but we still face the same problems in learning English both spoken and written. According to Syahidah Turada (2021) emphasized "apart from teaching English for many years at school the results have not been satisfactory." Senior high school students are also still a few who are proficient in English.

Indonesia as a developing country still faces educational problems, uneven development, and different progress between regions such as the island of Java and outside Java. Examples of underdevelopment in education are gaps in the field of life, high poverty rates, and low levels of education. According to the World Bank (2020), "Students who are less fortunate, such as the poor, live in remote areas or have disabilities, often lag behind their peers on the island of Java". Inadequate facilities will be a problem due to the lack of learning media aids such as speakers. In learning English there are also 4 basic skills, namely reading, writing, listening, and speaking. Speaking skills are very hard to learn. Based on the researcher, many students find speaking a foreign language complicated to express, and they stop speaking because of psychological barriers, for example, the emergence of fear. Leong & Ahmadi (2017) said that speaking skill is important to learn because it makes it easier for us to communicate and learn in various fields. According to Randu Farhani et al(2020), "English has been included as a compulsory subject in schools, starting from junior high school to university. The reality

is that there are still many students who cannot speak English even though they have studied English for many years because often English lessons are provided with very little study time plus when the lesson takes place they usually don't use English but still use Indonesian. And in interacting students still feel afraid, don't know what they want to talk about, and are at a loss for the words they want to say Ratna Ayu (2018). According to Speidel et al (1985) that "Children who speak English have problems, namely in understanding the information provided in class. Meanwhile, according to Rahayu, N (2015), many problems were found from internal and external factors such as students still not understanding grammar patterns, wrong pronunciation, limited vocabulary mastery, lack of opportunity, and use of mother tongue, apart from that they also experienced psychological problems, namely decreased motivation main student problems, environmental factors that do not support them to speak English Every day. From the opinion of the researcher above, it can be interpreted that students still complicated to adapt to an environment that uses English.

Based on the statements of Handini et al (2021) that speaking skills are still hard to accept because students are confused about constructing words, the vocabulary mastered by students is still very low, and they are afraid to pronounce English words because of mistakes in pronunciation, and they lack confidence. And it will affect their fluency of speaking in English. Based on the statements of Nazara (2011) "In learning English for high school students, problems arise when high school students are asked to speak. The cause of this English speaking problem is a lack of knowledge in vocabulary that makes a person stutter when speaking and fear of pronouncing the wrong English vocabulary. Usually, mispronunciations make students make fun of each other so that a person's self-confidence arises. So a person's confidence in speaking English is very important because if they already have the confidence to speak they will not be afraid of mispronunciation and will be motivated to increase their vocabulary so they are not confused in speaking spontaneously.

This research is motivated by the existence of a research gap in previous research, where previous research was only carried out at the tertiary level or outside formal schools. From previous research conducted by Deariesfitriani & Rahayuapriliaswati (2015) that "the problem of speaking is not only at school but on campus too, 3rd-semester students also say that they have many ideas in their minds, but when speaking they don't know what to say and what to say others are insecure with vocabulary, afraid of criticism and nervous." Meanwhile, according to Palijama (2020) says "speaking problems often occur, especially for EFL(English as a foreign language) students, students feel anxious about misspelled words and stress them when they are expected to speak English before achieving fluency." According to Salmawati (2020) when students do, even though students have mastered the material, they also face problems, for example, they lack vocabulary and forget what they want to talk about.

The difference between this research and previous research is that the researchers made class eleventh-grade students as research subjects. Because the speaking problems faced by students are different at every level of education, especially for those who do not learn English in elementary school.

Based on the explanation above, the researcher is interested in knowing the speaking problems faced by students at the high school level, therefore the title of this study is an analysis of students' problems in speaking in class eleventh-grade students of SMA Negeri 01 Nanga Pinoh in the 2022/2023 academic year.

But sometimes students don't understand how to pronounce words when speaking, it often happens if students want to try to speak but are afraid and don't have confidence in pronunciation because students are influenced by their mother tongue, for example old, students usually say Ol. According to Ryan et al (2013), instructors are needed to provide more knowledge and teach differences in pronunciation.

According to Nur Azizah (2020) that the student's problem was a lack of vocabulary and the number of students faced problems was 17 students from 36 IPS 17 and 19 science, while according to Salmawati (2020), another speaking problem was bad grammar. And the last is the problem of fluency, namely when speaking is lacking in understanding Therefore the researcher this time will raise again the problem of speaking about poor pronunciation.

Because of the experience of a researcher when conducting PPL at SMA Negeri 01, the researcher can see the quality of students there, researcher can conclude that out of 30 students in 1 class, only 1-2 people can speak English. The researcher tested the students' speaking ability and asked the students to make a short conversation about the material presented in the worksheet. And it is evident from the 30 students who scored below the Kkm.

B. Research Problem

Based on the background, the research question in this study are:

1. What are the problems in speaking faced by students to eleventh-grade of Social Sciences in the academic year of 2022/2023?
2. What are the causes of the Problems in English Speaking in the eleventh grade of Social Sciences?

C. Research Purposes

Based on the research questions above, this research is intended to:

1. Find out students' problems in speaking to eleventh-grade students of Social Sciences 2.
2. Know causes the problem in English speaking at eleventh-grade of Social Sciences 2.

D. Benefits of the Research

1. Theoretical Benefits

In general, the benefit of this study is to help in figuring out what aspects of speaking skills that are complicated to master for the students,

so that this study hopefully can help the readers to know deeply about those problems and can solve the problems with the best treatment in the future.

2. Practical Benefits

a. The students

The results of this study can help students elevent grade of Social Sciences to improve their English skills.

b. The teachers

Teachers who teach study in grade elevent grade of Social Sciences to consider the difficulties that the students face while learning English speaking.

c. The other researchers

Helping other researchers to add more references to the same field.

E. Scope of The Research

1. Research Variable

Variable are characteristics or attributes of individuals or organizations that can be measured or observed by research and very among individuals and organizations studied Creswell (2012). In this study, the researcher used single variables. Therefore, single variables used in this study is “Students’ Problems in Speaking English”

2. Research Terminology

To avoid miss understanding unfamiliar terms in this research, the researcher attempts to list the specific terms as follows.

a. Problems in speaking

Problems in speaking are the complications faced by the students while speaking English.

b. English Speaking skill

Speaking is the ability to speak orally which includes aspects such as pronunciation, grammar, vocabulary, and fluency.