CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by everyone to communicate. When people want to communicate or deliver information to others, they cannot do so without the use of language. It should be stated that language is essential for human communication. Communication is the process of sending information from one side to the other for a specific purpose. Communication is said to be effective when it results in a two-way information feedback stream generated by the messages recipient.

Language has become an important part of our lives, allowing us to communicate the intentions, thoughts, feeling, or explanations of an object. Language is widely used in places such as the home, shopping, school, ext. It is impossible to overestimate the role of language in our lives, although everyone requires language as part of their interaction with others. Everyone used language to communicate with one another in order to express their personal response to a circumstance as a means of eliciting a response from another person and consider something through.

English as language has become an interesting topic to learn in the world in general, and in Indonesia particular, as it has become one of the world wide languages. Furthermore, English proficiency is important for career

advancement, students should learn how to use the language in both formal and informal settings, which can help student feel more confident in the face of global competition. There are at least four language skills that students must master when learning English. They exist of listening, talking, reading, and writing all at the same time.

All four components are linking together, and practicing them all on a daily basis will greatly improve the learning process. According to Ur, communication appears to be the most significant of four abilities (listening, speaking, reading, and writing): "Speaker" people who understand a language according to her statement, English spoken communication is the most important of our skills.[1]

English spoken communication is a useful skill that requires both the speaker and the listener to work together. When one person speaks, he or she transmits information or ideas to another. Nunan describes English spoken communication as the ability to communicate easily and confidently while avoiding awkward pauses.[2] For Indonesian students, English spoken communication with good pronunciation is difficult, they do not speak in English due to the social situation of students who they are used to using native language, making foreign language difficult to accept and communicate in.

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[1] Penny Ur, *A Course in Language Teaching (Practice and Theory* (Cambridge: Cambridge University Press, 1991), 120.

[2] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal,* Vol. XII, No. 11, (November, 2006), 1.

A speaker should use the most suitable words and grammar to express context clearly and precisely, as well as structure the conversation so that the listener understands it.[3]   Nunan also contends that individuals should master the art of public speaking, that the most common is English spoken communication crucial a feature of learning a second language, so that progress assessed because in terms of capability hold a discussion in the target parlance.[4] For several students, English spoken communication is a challenging skill to master. When practicing in English spoken communication activities, students must deal with issues pronunciation, grammar, vocabulary, fluency, and comprehension are just a few examples.[5]

All of this has an impact on how a second language is expressed as an international language throughout the world. When learning English spoken communication, some students will encounter difficulties or errors when attempting to utter words, phrases, or sentences. Problems or errors in English spoken communication cannot be corrected by themselves, so they must be explained. Students face some difficulties and psychological factors when English spoken communication: Fear of Mistake, Shyness, Lack of Confidence, Lack of Motivation.[6]

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[3] Lynne Cameron, *Teaching Language to Young Learners* (Cambridge: Cambridge University Press, 2021), 40.

[4] David Nunan, *Language Teaching Methodology* (New York: Prentice Hall International, 1991), 39.

[5] Bernard Spolsky and Francis M. Hult, *The Handbook of Educational Linguistics* (Victoria: Blackwell Publishing, 2008), 27-37.

[6] Ariyanti, "Psychological Factors Affecting EFL Students' Speaking Performance", *ASIAN TEFL,* Vol. 1, No. 1, (August, 2016), 94-95.

Islamic Boarding Junior High School Daarul Ishlah is the modern Islamic Boarding School in Cilegon that spoken two languages of Arabic and English. In this research site, researcher only focus on English spoken communication, it is one of problems that students have in learning English. Starting with linguistics problem and psychological problem that affect students difficulties in English spoken communication. Researcher believes that finding the problem in this Islamic Boarding Junior High School will be easier for her.

Based on the preceding descriptions findings, in this case researcher is interested in analyzing the students English spoken communication under the heading: "*An Analysis of Students' English spoken communication at 8th Grade Islamic Boarding Junior High School Daarul Ishlah: Problem and Solution*".

B. Research of Question

The scientist formulates the problem as follows to make the study easier to understand:

1. How is students English spoken communication at the 8th Grade Islamic Boarding Junior High School Daarul Ishlah?

2. What are the factors of English spoken communication difficulties experienced by student at 8th Grade Islamic Boarding Junior High School Daarul Ishlah?

3. How are the solution in overcoming students difficulties in English spoken communication at 8th Grade Islamic Boarding Junior High School Daarul Ishlah?

C. The Objective of the Problem

1. To find out the difficulties students at 8th Grade Islamic Boarding Junior High School Daarul Ishlah have in mastering their English spoken communication.

2. To find out the factors of English spoken communication difficulties experienced by student at 8th Grade Islamic Boarding Junior High School Daarul Ishlah.

3. To find out the solution in overcoming students difficulties in English spoken communicating at 8th Islamic Boarding Junior High School Daarul Ishlah.

D. Theoretical Review

English is one of the many foreign language taught in Indonesia. When learning English, students must learn at least four linguistic abilities. They exist simultaneously listening, speaking, reading, and writing are all abilities that must be developed.[7] Indonesians who are studying English as a second language have a particularly difficult time because English spoken communication through the mouth necessitates the capability to put into action appropriate the role of language in interaction with others. When interacting, not only verbal communication but also pitch, stress, and intonation are example factors that must be considered.

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[7] Ur, *A Course in Language Teaching (Practice and Theory)*, 120.

Some students argue that English is difficult for them, so teachers must reconsider their position and devise an effective method for them to comprehend what they are taught. Teachers can create learning by connecting all of the skills as an interaction in real life or out of the classroom. A teacher must exercise extreme caution when providing instructions or a topic that students can understand. According to Richard "Communication derives essentially from interaction".[8]

E. Research Methodology

A qualitative study was carried out by the researcher. According to Robert K. Yin, qualitative research is a study that is interested in the words and ideas of the interviewees rather than the numerical arraying of the responses.[9] Furthermore, according to the Kikwawila Study Group, qualitative research does not refer to a specific set of methods as an analogy of statistics for qualitative research; disciplines such as anthropology, psychology, sociology, and other social sciences each elaborate their own particular orientation toward qualitative research.[10]

In this case, the researcher focuses on the analysis of students' English spoken communication at Eight Grade Islamic Boarding Junior High School Daarul Ishlah: Problem and Solution. This studys' characteristics center on

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[8] Jack. C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 208.

[9] Robert K. Yin, *Qualitative Research From Start to Finish* (New York: The Guilford Press, 2011), 32.

[10] Kikwawila Study Group, *Qualitative Research Method* (UNDP/WORLD BANK/WHO Special Programme for Research and Training in Tropical (TDR), 1994), 4.

descriptive qualitative research. The researcher conducted surveys that can be used to describe and summarize phenomena. The goal of using surveys for descriptive research is to find a good next step for certain things.

Descriptive qualitative analysis entails describing the data's general characteristics. Descriptive qualitative research is beneficial because it can provide useful information about the average group member. According to the explanation above, the goal of this study is to discover problem and solution of students' English spoken communication at eight grade Islamic Boarding Junior High School Daarul Ishlah.

1. Observation

The researcher used observation in this step to learn about the students' spoken English communication. Observation is a data collection method in which researchers observe specific research fields.[11] Participant observation involves the observer being a member of the environment in which data is being collected. The study took notes, analyzed them, and then reached conclusions about English spoken communication.

Field notes will be used to record the information. The term "field not" refers to a record used by researcher to describe the recording of events that occur in the field. Researcher is the primary research instrument in qualitative research. When the researcher conducts the research by observing or conducting the interview, the research will be

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[11] Melanie Bryant, *Conducting Observational Research* (Australia: DEAKIN University, 2016), 4.

recorded as soon as possible in the form of a description into the field note.

During the observation process, researcher took field notes in order to identify the problem at the research. In this observation, researcher observes the students' English communication in the class because it can support this research in order to determine how is students' English spoken communication.

2. Questionnaire

A questionnaire is used when resources are limited because a questionnaire can be quite inexpensive to design and administer, and time is an important resource that a questionnaire consumes to its maximum extent, as participants will respond honestly only if their identity is hidden and confidentiality is maintained, and corroborating with other findings because questionnaires can be useful confirmation tools when corroborated.[12]

According to Khootari, "closed question." Each type of question has its own set of advantages and disadvantages. Multiple choice or closed questions have the advantages of being simple to handle, easy to answer, quick to analyze, and relatively inexpensive to analyze.[13] The questionnaire is a data collection strategy in which the respondent is given

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[12] S. Roopa and Medria Shekar Rani, "Questionnaire Designing for a Survey", *The Journal of Indian Orthodontic Society,* Vol. 46, No. 4, (October-December, 2012), 273-277.

[13] C. R. Khotari, *Research Methodology Research and Technique* (New Delhi: New Age International Publisher, 2004), 103.

a questionnaire and the researcher is given a questionnaire to collect data from the respondent. It also aids in the collection of interview data from respondents.

3. **Interview**

In qualitative research, one of the methods chosen by the researcher for data collection is the interview. According to Latief, an interview is a data collection tool that involves direct verbal interaction between individuals.[14] In addition, interviews are used by researchers to gain a more in-depth understanding of the respondents' concerns. This data collection technique relied on self-report, or at the very least on a persons' knowledge and beliefs.

In the interview, researcher selected ten eighth-grade students from Islamic Boarding Junior High School Daarul Ishlah. They were chosen by the researcher to represent 30 eighth-grade students. It also makes the interview time more efficient. The researcher used Indonesian in this case to avoid misunderstandings during the interview.

F. **Organization of Writing**

Researcher divides it into chapters and section with a detailed writing system as follow :

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[14] Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: Penerbit Universitas Negeri Malang, 2011), 201.

CHAPTER I is Introduction, this chapter consist of: Background of the Study, Research of Question, The Objective of the Problem, Theoretical Review, Research Methodology, Organization of Writing.

CHAPTER II is Theoretical Foundation, this chapter consist of: English Spoken Communication: Definition Communication, English Spoken Communication Strategy, Components of English Spoken Communication Activity. Factors that Affect Students' Difficulties in English Spoken Communication, Solution for Overcoming Students' Difficulties in English spoken communication.

CHAPTER III is Research Methodology, this chapter consist of: Research Method, Place and Time of Research, The Participant, Instruments, Technique of Data Collection, Technique of Data Analysis.

CHAPTER IV is Research Finding and Discussion, this chapter consist of: Data Finding: Data from Observation, Learning Activities. Data from Questionnaire, Data from Interview. Discussion: Students' English Spoken Communication at 8th Grade Islamic Boarding Junior High School Daarul Ishlah, The Factors of English Spoken Communication Experienced by Students, The Solution in Overcoming Students Difficulties in English Spoken Communication.

CHAPTER V is Conclusion and Suggestion.