

CHAPTER I

INTRODUCTION

A. Research Background

Listening, speaking, reading, and writing are the four skills that should be learned in English. The most important of these is speaking. Mastering speaking is the most important component of learning English, speaking is important for students, because they can communicate with other people. However, in real life students faced several problems and difficulties in speaking English although they have studied English for many years. Even though speaking provides a means for students to share their emotions, opinions, and thoughts as well as communicate with others, students are still not confident and feel nervous in speaking English. There are various speaking issues that faced by students such as: hesitation, silence, limited or uneven participation, and the usage of the mother tongue. Students may experience problems when required to speak English as a result of several circumstances.

The reason of conducting this research at SMAN 3 Pandeglang because the researcher wants to know and investigate the problem of students English speaking at SMAN 3 Pandeglang. In addition, based on informal interview and the first observation at the class the

researcher found that they were too shy to speak in English. Furthermore, they speak in front of the class where their friends could immediately laugh at them if they make a mistake. The students at this school also were unable to converse in English, even in very few sentences or words, after observing them.

Based on description above, the researcher want to do a research entitled “*Investigating Students’ Speaking English Problems in EFL Classroom*”.

B. Identification of the Problem

The problems of this research can be identified as follows:

1. Students have the difficulties in speaking English
2. Students are lack in vocabulary
3. Students had lack of confidence
4. Students had fear of mistakes in speaking English

C. Focus of the Problem

In this study, the research focuses on the students’ problems in speaking English, how students overcome their speaking problems, and the teacher strategies to solve the students’ problems in speaking English.

D. The Statement of the Problem

Based on the research background, the researcher can formulate the problems as follows:

1. What are the problems of students speaking English in EFL classroom?
2. How do students overcome their speaking problems?
3. What are the teacher strategies to solve the students' problems in speaking English?

E. The Objective of the Study

This research is intended to examine the answer of the question stated in the statement of the problem.

1. To identify the problems of students speaking English in EFL classroom.
2. To investigate how do students overcome their speaking problems.
3. To observe what are the teacher strategies to solve the students' problems in speaking English.

F. The Significant of the Study

From the aims of the study, the researcher hoped students, teachers and future researcher can get the benefits from this research.

1. Theoretically

- The result of this study as input in understanding the students' problems in speaking.
- The result of this study can be used as the reference for those who want to conduct a research about problems in speaking.

2. Practically

- For the teacher, the teacher can use a good strategy to improve the students speaking skill after know the problems in speaking that faced by the students.
- For the students, it is expected that the students can be motivated to learning English and improve their speaking skill.
- For the researcher, the result of this research will give new knowledge and more information about problems in speaking.

G. Previous Study

There are some previous studies related to the topic. In this research, the researchers selected three previous studies as a reference for this research. The previous studies are:

The first research from Tasmia (2019) entitled *Students' Problems In Speaking English At Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi* the objective of this research is to know about the speaking problems at eight grade Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi. The focus of this research was to obtain the students' problems in learning English language skills. The research was designed uses qualitative descriptive method. The participants who participated in the research were students eight grade (Class A) at Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi. The data for this study was gathered using observation, interview, and documentation. It can be concluded from the findings and discussions that students have difficulty speaking. Shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, anxiety are all part of the problem. The most significant issues among those challenges are vocabulary and pronunciation. They are

concerned about making errors when pronouncing and articulating English words.¹

The second research from Natalia Rahayu (2015) entitled *An Analysis of Students' Problems in Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School* the purpose of this study is to know about the students' problems, the factors, and the strategies to overcome with the problems in speaking English daily language of Husnul Khotimah Islamic Boarding School. This research applied descriptive research in this research as a research method. Interview and observation were used as instruments in this study. According the findings of this study, students at Husnul Khotimah Islamic Boarding School have a variety of problems that come from both internal and external factors. Students faced problems with grammatical structures, poor pronunciation, and they also limited vocabulary mastery, a lack of opportunity, students' motivation, the use of their mother tongue, a lack of practice and discipline, the fear of making a mistake, and contextual variables are all factors to consider. They also struggle with psychological issues such as a lack of motivation. External elements that make it tough for

¹ Tasmia, "Students' Problems In Speaking English Eight Grade Of Riyadhul Amien Islamic Boarding School Muaro Jambi", (Skripsi Sarjana, Program Sarjana, The State Islamic University of Sulthan ThahaSaifuddin, 2019)

students are the main sources of their troubles. This factor has a big influence on students' motivation and desire to practice English.²

The last research from Andi Annisa Hanifah Nursyams (2018) entitled *A Study of Students' Problems in Daily English Speaking Activity* the purpose of this research is to describe the students' problem in daily English speaking activity at SMAN 10 Makassar. In the academic year 2018/2019, data was collected from 35 students in Science Eleventh Grade at SMAN 10 Makassar. In this study, the researcher used qualitative research design to collect the data. The questionnaire was used to obtain the data. The questionnaire had a total 20 questions, including 10 questions for psychological problems and 10 questions for language problems. The data show that many students with psychological problems speaking English have problems with their self-confidence. Students are afraid of making mistakes when speaking English. If they speak English, they were also nervous and afraid. For students who want to use English in their daily activities, a lack of motivation is a problem. Many students have problems with their pronunciation when it comes to speaking English. They feel difficult to distinguish between vowels and

² Natalia Rahayu. "An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School", (Skripsi Sarjana, Program Sarjana, Syekh Nurjati State Institute, 2015)

consonants in English and Indonesian, which causes them to become confused when pronouncing vowels and consonants in English. Vocabulary is also a problem for students who speak English. Students are also too lazy to practice and open their dictionaries.³

The similarity of this study to other previous studies is that it concerns students' difficulties speaking English. The differences are that the first study focuses on identifying students' difficulties in learning English speaking skills, while the second previous study attempted to identify students' difficulties, factors, and strategies for dealing with problems in speaking English on daily basis, and the previous study focuses on describing students' difficulties in daily English activity, and this study try to find out the students' problem, how students overcome their speaking problems, and the teacher strategies to solve the students' problems in speaking English.

H. The Organization of The Writing

This paper arranged into five chapters, every chapter has some points to explain the chapter.

³ Andi Annisaa Hanifah Nursyams. "A Study of Students' Problems In Daily English Activity (The Eleventh Grade Science of SMAN 10 Makassar)",(Skripsi Sarjana, Program Sarjana, Makassar Muhammadiyah University, 2018)

1. Introduction

This chapter explains the background of the study, identification of the problem, the statement of the problem, the aims of the study, limitation of the problem, the significant of the study, previous study, and the organization of the writing.

2. Theoretical Framework

This chapter discusses about theoretical framework that consist of the review such as definition of speaking, aspects of speaking, speaking elements, problems in speaking, characteristics of successful speaking activity, basic types of speaking, learning of speaking activities, components of speech problems.

3. Research Methodology

This chapter it contains research methodology, unit of analysis, research instrument, technique of data collection, and technique of data analyzing.

4. Finding and Discussion

This chapter describes the result of the research after analyzing the data with questionnaire and interview.

5. Conclusion and Suggestion

This chapter contains the research conclusion as well as recommendations for future research topics based on the research findings for anyone interested in conducting research.