

## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

English is an international language. It is use as a media to communicate with people around the world. Therefore, it is very important for them to learn English. There are many reasons for them to always learn English in this era globalization, the need for English is obviously very important. Nowadays Indonesia also lives in a world that is nearly using English in many aspect of life. With English they can easily interact with foreign, get job easily, and many more.

Rika wulandari in her research stated that English language as a language for science and technology also becomes and instrument for everyone to broaden and to move beyond particular boundaries. Because of that, people should be able to communicate in English as well as possible. Speaking is one of four important skills in English. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the students<sup>1</sup>. To realize this importance, the government decides that English should be learned from

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<sup>1</sup> Wulandari, Rika. 2010. *English speaking learning problems faced by the students at the first year of SMP negeri 1 tirtimoyo wonogiri.*

elementary school to university in order to improve the quality of human resources in Indonesia.

One of English language skills that must be mastered by any foreign language learner is the ability to speak. The common question that arises from anybody who wants to know one's ability in foreign language is whether he/she can speak English or not. In line with statement above, Nunan states that for most people, mastering speaking skills is the single most important aspect of learning a second of foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking cannot produce without master several components such as grammar, vocabulary, spelling linguistic components.<sup>2</sup>

At the school, speaking English is the problem for the students. Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English<sup>3</sup>. Heriansyah states the problems that students faced in speaking English are their less of confidence to speak and they are afraid of making errors or inaccurary while speaking besides other problems likes their lack of vocabulary and poor

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<sup>2</sup>Nunan, D. 1991. *Second language teaching & learning*.USA. Heinle & Heinle publisher

<sup>3</sup> Zhang, Y. 2009. *Reading to speaking: integrating oral communication skills*. English teaching forum

pronunciation<sup>4</sup>. According to Dash and Floriasti stated that there are some problems that may cause low ability in speaking such as the students knowledge, students motivation, students linguistic knowledge, students personality, and speaking materials<sup>5</sup>. Students usually feel difficult when they asked to speak English. There are many factors that can induce the students get the difficult when they speaking in english language. They do not have a confidence and they always feel nervous in daily English speaking. Besides that, the students limited in vocabulary mastery, so they feel there is not to say. Limited motivation in learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English smoothly.

The factors above can be caused students get the difficulty when they asked to speak English. Probably, the teacher in the school doesn't know what the factors that can because students get the difficulties in speaking English language. All of the students speaking English problems should be solved by the English language teacher. The students problem in the speaking skill must to be identified so we as the

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<sup>4</sup> Heriansyah. 2016. *Students views on EFL speaking problems*. Proceeding of the first Reciprocal Graduate Symposium Between University pendidikan sultan idris and syiah kuala university

<sup>5</sup> Dash, B. 2012. *Language skill:VSRD international jounal of technical and non technical research*

teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

According to Maksudin<sup>6</sup>, Islamic boarding school is one type of Indonesia Islamic education that aims for students to carry out education formal according to the level and at the same time can deepen the knowledge of Islamic religion by following daily activities in the school environment and live in a hostel, where the students live, learn totally in the school environment. Because it's all kinds of necessities of life and learning needs are providing by the school. Islamic boarding school have special standards regarding the development of student in Islamic religious knowledge in the form of subjects at school and outside school activity. A part from that, Islamic boarding schools the school continues to follow the latest curriculum indetermined by the education office so that students who study there still have competence scholars to remain competitive with students in other schools that are not Islamic boarding school.

Almost all Islamic boarding schools in Indonesia require their students to master foreign language, especially in English. The Daar el-syifa Islamic boarding school also applies the same thing. At Daar el-syifa students are required to use English in their daily activities with the

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<sup>6</sup> Maksudin, 2006. *Pendidikan nilai system boarding school di SMP IT abu bakar*

weekly language program. The author conducted a study entitled “ **An Analysis of Students’ Speaking Problems in Daily Conversation at Daar el-syifa Islamic boarding school**”

### **B. Identification of the problem**

From the research background above, the identification of the problem the research is:

1. The students are less of confidence to speak and they are afraid of making errors or inaccurate while speaking
2. The students are limited motivation in learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English smoothly
3. The students are lack of vocabulary

### **C. Scope and limitation of the research**

This research will be limited to language problems in speaking English in daily conversation by students at Daar el-syifa Islamic boarding school.

### **D. Statement of the problem**

The research formulate the problem in this research based on the problems in the background :

What are the challenges and underlying factors contributing to students speaking problems in daily conversation at Daar el-Syifa Islamic Boarding School ?

### **E. Objective of the study**

The objective of this study is to know :

To Analyze The Students Problem in English Speaking in Daily Conversation at Daar El-Syifa Islamic Boarding School.

### **F. Significance of study**

Since the present study deals with students speaking problem in daily conversation at Daar el-syifa Islamic Boarding School, the result of this research is expected to be beneficial for students, teachers, and further researcher.

1. For the students, is it greatly expected that the result of the research can make students can improve their speaking and can interact with other person in their environment by using English language.
2. For the teachers, it is expected that the teacher can make a new strategy to solve the students problem in English.
3. For the further researcher, it is expected that can further researcher can make this research as a reference if they want to make the similar research.

## G. The previous studies

So far, the researcher finds out what is related to this research and takes some of them as a reference. Can be explained as follows :

Aida fitria (2013) in her research *An Analysis of students speaking problems at English education department*<sup>7</sup>, state of institute of Islamic studies sunan ampel Surabaya aimed analyzed students problems in speaking English and why those problems occur at fifth semester of English education department at IAIN sunan ampel Surabaya. The researcher found the problem of the students speaking problems are inhibition, that consist of students feel shy of being attention when speak English, worried about making mistakes, afraid of being criticized when speak English incorrect, it is caused by their low understanding in grammar, low vocabulary and low level of pronunciation mastery. The next problem is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English. It is caused by uninteresting topic, and difficult material/topic. The problem that related with low or uneven participation is found, of the students seldom speak English in class, students uncertain speak English. It is caused by

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<sup>7</sup> Aida fitria (2013). *An Analysis of students speaking problems at English education department*, English education department IAIN Sunan Ampel Surabaya.

1. their low understanding in grammar, low vocabulary, and low level of pronunciation. The last problem is mother tongue used. Student usually use mother tongue during the lesson, it is caused by their vocabulary is low.
2. Alvin nadzirotunnuha (2017) entitled *,The analysis of students problems on speaking skill at SMP Islam Darussalam Dongko,*<sup>8</sup> analysis what are the students problems on speaking skill at SMP Islam Darussalam Dongko, and to know what will the teacher do to solve the students speaking problems at SMP Islam Darussalam Dongko. The result showed that the students faced speaking problem. based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students nothing to say, 51% students sometimes and 36% often face low or uneven participation. And 35% students sometimes and 42% students often face mother tongue use. It showed that common problems on speaking was mother tongue use especially on the aspect of the students felt that mother tongue is easier. This problem caused the other speaking problems happened, like inhibition, nothing to say, and low uneven participation. Based on the problems the teacher have some ways to solve the speaking problems. for inhibition, the teacher

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<sup>8</sup> Alvin nadzirotunnuha (2017), *The analysis of students problems on speaking skill at SMP Islam Darussalam Dongko.*

asked the students to feel confidence when they doing speaking by giving reward. For nothing to say, the teacher give the topic that suitable to the students and give the base concept at the beginning of learning. For the low uneven participation, the teacher give the some opportunity to all students and make a small dynamic group. For mother tongue use, the teacher habituating the students to speak English, don't give to the difficult and too many topic, and changes to the students mindset that English is not difficult.

3. Dea Aris Fitriani (2015) in her research *A Study on students English speaking problems in speaking performance*<sup>9</sup>, that research focuses on students English speaking problems and the aim of that research is to find out the most dominant problem in speaking performance faced by the third semester students of English education study program of FKIP Tanjungpura University Pontianak in their speaking performance. The research used questionnaire and video reqording as the tools of data collection. From the questionnaire findings pshicological problems is the most dominant problem faced by the third semester students of English education study program of FKIP with mean percentage 20.70% lack of self-confidence 20.11% and anxiety 21.27%. it is following by linguistic

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<sup>9</sup> Dea Aris Fitriani (2015). *A Study on students English speaking problems in speaking performance*. English education of FKIP Tanjungpura.

problem with mean percentage 19.53% grammar 22.16%, vocabulary 20.19% and pronunciation 12.25% in conclusion, pshicological problem is the most dominant problem faced by the third semester students of English education study program of FKIP Tanjungpura University Pontianak.

From several previous studies there are similarities in research. The similarity of the three previous studies in general is to the analyze the problem of students in speaking English. The difference is that two of them did research focusing on the language problem of the students problem in speaking English, while yhe other researchers did research focusing on the pshicological problem of students speaking English problem. Thus, the researchers will try to examine the two aspects are pshicological problem and language problem.