

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

In Indonesia, we know that English as foreign language. Learning English can be difficult for some people, because they have thought they do not need to use English for communication and they usually speak with their own language.

English has four skills that students have to be mastered, they are: listening, speaking, reading and writing. These four aspects certainly have a connection between one and others. Beside that, the important thing to learn English is to understand it one by one.

According to Nunan, for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>1</sup> It means learning to speak is important for each individual to learn more, because speaking is used to deliver conversation messages to others. Furthermore, learning speaking English is not easy to do in Indonesia because English is a foreign language for us. So it became a challenge for Indonesian college students to master in speaking English.

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<sup>1</sup>David Nunan, *Language Teaching Methodology : A Textbook for Teachers* (New York:Prentice Hall, 1995)p.593

Nowadays, not only English Department Students but non-English Department Students are demanded to be able or even master in speaking English. As Haidara said that in this globalization, knowledge of a foreign language serves students well in interconnected world, it opens the door to job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues.<sup>2</sup> In this terms, that is why mastering speaking English is a need especially for non-English department student for them as the basic skill to be ready in this globalization era.

In language learning process, we sometimes face some difficulties that can make a problem in the learning process and the problems must have factors behind them. These factors can come from internal and external. So, I am as researcher will do analyze the factors that cause students difficult to speak English. In this case, the researcher wants to examine “**An Analysis The Factors of Students’ Difficulties in Speaking English Faced by non-English Department Students (A Qualitative Research at Non-English Department Faculty of Education and Teacher Training UIN Sultan Maulana Hasanuddin Banten)**”.

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<sup>2</sup> Youssouf Haidara, "*Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia*" (Mali: Universal Journal of Educational Research 4(7), 2016)p.1501

## **B. Statement of The Research**

To make this study more focused, the writer intends to formulate the statements of the problem as follow:

1. What are the factors that cause students difficult to speak English?

## **C. Objectives of The Research**

Based on the statements of problem, the objectives of the research as follows:

1. To find out the factors that causes the students difficult to speak English.

## **D. Benefits of The Research**

By doing the research, the writer hopes the result of the study will give some advantageous impacts as follow:

1. For the Writer

The writer can improve her knowledge of the problem in learning English that faced by the students. The writer can share more information about students' problem to the readers.

2. For the Teacher

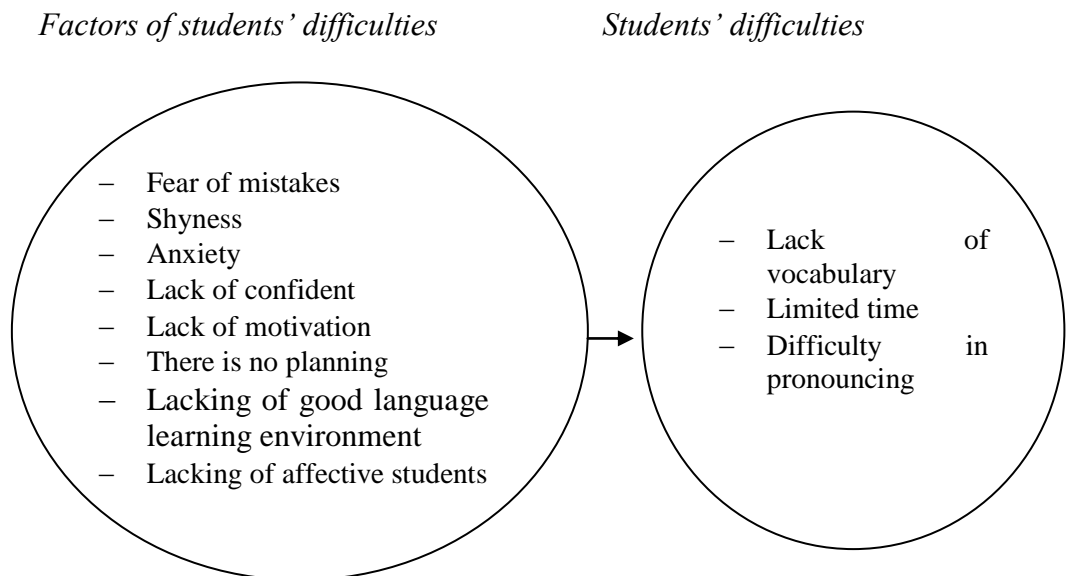
The teacher can use the information as a lesson to understand the conditions faced by students and find other solutions for each problem.

### 3. For The Student

The students will know the factors that they faced. The students can build more motivations to learn English and trying to make they are better than before.

## E. Conceptual Framework

### Analysis



## F. Previous of Study

The first research written by Liyeni Pratiwi in 2017, the title : **An Analysis of The Difficulties Encountered By Non-English Department Student's in TOEFL Test of Listening Section<sup>3</sup>**

The result of the research :

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<sup>3</sup>Liyeni Pratiwi, *An Analysis Of The Difficulties Encountered By Non-English Department Student's In Toefl Test Of Listening Section* (IAIN SMH Banten, 2017)p.1

This research was qualitative research. The goals of the research was exploring what are Non English Department Students" (NEDS) difficulties in listening comprehension, especially in doing TOEFL Test. The sample are fifteen students from Eighth semester of Arabic Department students in IAIN SMH Banten, who join a test of TOEFL preparations. To collect the data the writer used archival records, interview and questionnaire are served as the data collection method. The result of this research indicated that the students" recapitulation score in listening section of TOEFL test was poor, by percentage 60% of students include 9 students of fifteen sample are very low understanding, and 40% of students include 6 students are low understanding.

That research is different from my research because that research analyze the students' difficulties in listening English of TOEFL test, whereas my research analyze the factor of students' difficulties in speaking English.

The second research written by Rayham Maulida in 2018, the title : **An Analysis of Students' Difficulties in Learning Listening.**<sup>4</sup>

The result of the research :

This study was qualitative study focused to find out the difficulties that faced by students in learning listening at

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<sup>4</sup>Rayhan Maulida, *An Analysis of Students' Difficulties in Learning Listening* (Darrussalam : Ar-Raniry State Islamic University, 2018)p.1

SMAN 11 Banda Aceh. Using simple random sampling, Ten XI-grade students out of 188 students and one English teacher were selected as the respondents. This study was using questioner and interview. Based on the result of this study, the students of SMAN 11 Banda Aceh had four major problems in learning listening. They are : learning limitless, unavailability of adequate facilities in the school, second limited vocabulary and paralinguistic issues.

That research is different from my research because that research analyze the students' difficulties in listening English, whereas my research analyze the factor of students' difficulties in speaking English.

The third research written by Siti Ratna Ayu in 2018, the title : **An Analysis of The Students' Problem in Learning Speaking at The First Semester of The Eleventh Grade Students of SMKN 6 Bandar Lampung.**<sup>5</sup>

The result of the research :

This research was qualitative research. The goal of the research was to know the students' problem in learning peaking at the firsts emester of the eleventh grade students of SMKN 6 Bandar Lampung. The sample was one class, they were students of XI TPHPI (Teknologi Pengolahan Hasil Perikanan). To collect the data the writer used observation, interview and questionnaire. It was found that students' problem are : the

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<sup>5</sup> Siti Ratna Ayu, *An Analysis of The Students' Problem in Learning Speaking at The First Semester of The Eleventh Grade Students of SMKN 6 Bandar Lampung* (State Islamic University Raden Intan Lampung, 2018)p.1

students felt often inhibited about trying to say something, the students had low motivation to express something used foreign language, and the students had low motivation to express something used foreign language.

That research is different from my research because that research analyze the difficulties of students, whereas my research analyze the factors behind that problem.

## **G. Organization of Writing**

**Chapter I:** Introduction provides the background of study. It will discuss the reason of choosing the title that will be analyze. This chapter also states the statement of the problem, the objectives of the research, benefits of the research, conceptual framework, previous study and organization of writing.

**Chapter II:** Theoretical review, it consists theory of learning english as foreign language, the definition of speaking, the function of speaking, the indicators of good speaking, types of speaking performance in the classroom, the difficulties in learning speaking, and the factors of speaking difficulties.

**Chapter III:** A method of the research gives clear explanation about how the study will be conducted and analyzed. It consist of research method, time and place of the research, method and design of the research, population and

sample, research instrument, technique of collecting data and technique of analysis data.

**Chapter IV:** Data Description & Analysis, it consists of the results of this research. There are data description and Data Analysis. Data analysis consists of the characteristics of respondents, students' difficulties in speaking, the factors of students' difficulties in speaking and the suggestion of the students' problem in speaking English.

**Chapter V:** Conclusion & Suggestion, it explains about the whole conclusion of the result in this research and also the suggestion that given by the researcher.