

CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. This chapter contains the background of the study, statement of the problem, objectives of the study, significance of the study, practical importance, scope and limitations, operational definition.

1.1 Background of the Study

Speaking is the most important part of supporting the English learning process for students. According to Sari (2019), all English skills are important, but speaking is the most important skill that English students should master in learning. Student should master speaking because speaking is the goal of learning a language. A student in a foreign language (EFL) uses speaking skill when learning English. The process of learning speaking English involves evaluating a student's level of familiarity with the language in a variety of ways, each of which contributes to a better understanding of the language.

In speaking English, students can convey messages, information, thoughts, ideas, and opinions to other students through speaking. According to Richards (2008) in Bhatti (2020, p. 94), speaking can make students explore ideas, and find out some aspects of the world. Students can communicate and explore their ideas in English, they will have more time. In learning speaking English, students certainly need to use their speaking skill with their friends to solve a problem or just to communicate about their ideas.

The ability to speak English has been very influential in the development of an increasingly advanced era. Students require to be able to speak English. Based on Rao (2019), speaking English plays an important role in promoting students' learning skills. Students expect to speak a lot of English. Students who know a lot of English will have a stronger belief in the language.

Unfortunately, the achievement of speaking English skills among students in Indonesia is still low. There are several obstacles faced during the learning of the English language in students. As stated by Harisma (2022), students do not understand the content of the conversation, and they only practice speaking English in class. They do not speak spontaneously using their own words and do not comprehend the content being spoken. Sometimes students only speak English when learning English in class. Students always memorize the text when they speak English.

The low achievement of speaking English is caused by two factors. Based on Marzuki (2020), there are two factors that cause students' speaking English, namely internal and external factors. Internal factor is the factor which come from students themselves. Meanwhile, external factor is the factor which is outside of students.

1.2 Statements of the Problem

Based on the topic of the research above it is necessary for the researcher to formulate the main problems that are the targets of this research. They are:

- 1.2.1 What are the external factors causing the low student achievement in speaking English?

1.2.2 What are the internal factors causing the low student achievement in speaking English?

1.3 Objectives of the Study

Based on this research, there are several objectives for the research

1.3.1 To find out the external factors causing the low achievement of speaking English language proficiency in students.

1.3.2 To find out the internal factors causing the low achievement of speaking English language proficiency in students

1.4 Significance of the Study

The researcher wants to find several significances. This study is by two points, namely its practical significance and theoretical significance.

1.4.1 Practical significance

This study helps students to prioritize of factors that influence the process of learning to speak in English. The researcher also hopes that a broader and more specific review of this scientific paper can provide more benefits for the reader.

1.4.2 Theoretical significance

a. Students

For students, the benefits of this research can help students to understand the cause of internal and external factors on low achievement in learning to speak English.

b. Teachers

For teachers, the benefits of this research help teachers to find out the causes of low achievement in learning to speak English in students. Teachers apply to students and find the solutions to existing the problems.

c. Other researchers

For other researchers, the findings of this study can enable other researchers to understand the influence of the factors of learning to speak English on students and be able to develop them further.

1.5 Scope and Limitation

This research was conducted on eleventh-grade students at a vocational school in Sidoarjo. The class consists of 27 students with various abilities, genders, and learning styles. The low achievement of students speaking English in this class comes from the internal and external learning factors.

1.6 Operational definitions

To clarify the research findings, the researcher will provide an operational definition used in this study.

1.6.1 Internal learning factors of speaking English

According to Annisa (2021), internal factors of learning speaking English are speaking English factors that exist from the student's self.

1.6.2 External learning factors of speaking English

According to Yulyanah (2020), external factors of learning speaking English are factors that affect students from outside, so that students have a strong motivation to learn speaking English.

1.6.3 Low Achievement

According to Akhtar (2019), low achievement is the students' oral and written do not meet grade level standards in the curriculum.

1.6.4 Speaking English Skills

According to Pratriwi (2020), speaking is the process of creating and exchanging meaning in a range of circumstances using verbal and nonverbal symbols.

