

CHAPTER I

INTRODUCTION

This chapter presents the general overview of the research. It explains the background and reasons for conducting the study, the identification of problems, the formulation of research questions, the objectives of the study, the significance of the study, the scope and limitations, as well as the definition of key terms used in the research.

A. Background of the Study

Speaking ability is one of the most important skills that students must have when learning English. In English lessons, speaking skills not only function as a means of communication but also as an indicator of the level of effective language skills. However, many students, especially at the secondary school level, face various challenges in developing their speaking skills in terms of vocabulary, grammar, pronunciation and speaking confidence. These speaking difficulties can be caused by several factors, such as limited vocabulary, fear of making mistakes, lack of exposure to spoken English, and anxiety when speaking in front of others (Tanveer, Muhammad. 2017). Such obstacles hinder their ability to express ideas fluently and participate actively in classroom discussions or real-life communication settings.

Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning is communication (Yulianto Sabat, dkk. 2020). Speaking means communicating ideas, information, suggestions, feelings, and others among people. Speaking is one of the four skills in learning English, as well as writing, reading, and listening. In addition, speaking is the most important part that students must learn because English is the most commonly used international language worldwide. Over one billion people speak English, the primary language for global communications, business, politics, education, and diplomacy. Especially for students who want to study abroad, the ability to speak English is the primary key that must be learned (Firman Ariyadi, Dian Novita, 2023).

There are three areas of knowledge that students have to gain to be mastered in speaking skill, namely language elements that consist of pronunciation, grammar and vocabulary, the functions of language that deals with speaking performance in the form of transaction and interaction, the socio cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative role of participants, understanding how to take into account who

is speaking to whom, in what circumstances, about what, and for what reason (Ester Maji, dkk, 2022).

The aim of this research is to identify and analyze the difficulties of class X students at Sabilillah An-Nadliyah High School regarding speaking skills. Based on the background above, the researcher choose the title “The Speaking Difficulties Faced by The Student of Class X Sabilillah An-Nadliyah

B. Statements of The Problem

Based on the previous description, the researcher formulate a research question as follow:

1. What kinds of difficulty faced by the students in speaking English?
2. What factors affect the students’ difficulties in speaking English?

C. Objective of the Study

Based on the research questions above, the researcher intends to find out the objective:

1. To find the difficulties faced by the students in speaking English.
2. To find the factors affect difficulties faced by the students when speaking English.

D. Significance of The Study

This research expects to be useful information for many people in learning process,

1. For educational institution

This study can provide valuable insights for the school in developing supportive programs or extracurricular activities aimed at enhancing students’ English speaking abilities

2. For the teachers

The findings of this study can assist English teachers in identifying common speaking difficulties among students and adapting their teaching methods to address these challenges effectively.

3. For students

This study can help students of Class X Sabilillah An-Nadliyah to better understand the challenges they face in speaking English and to adopt effective strategies to improve their speaking skills.

4. For future researchers

This study can serve as a reference for future research on English speaking difficulties, inspiring further investigations into this area in different contexts or levels of education.

E. Scope and Limitation

The study explores the factors contributing to the students' speaking difficulties, their perceptions of these challenges, and potential strategies to address them. Data collection is limited to students of Class X Sabilillah An-Nadliyah in the academic year 2024/2025. The study primarily focuses on challenges related to English speaking skills, such as pronunciation, vocabulary, grammar, fluency, and confidence.

The findings of this study are specific to Class X Sabilillah An-Nadliyah and may not be generalizable to students in other classes or schools. The study does not cover other language skills such as listening, reading, or writing, which might also affect students' overall English proficiency. Time constraints and availability of resources may limit the depth of analysis.

F. Operational Definition

1. Speaking

Speaking is an interactive oral process that produces meaningful signals for hearing, allowing for direct responses. Speaking is an interactive process that involves the construction of meaning through the production, reception, and processing of information.

2. Speaking Difficulties

Speaking difficulties refers to various obstacles or problems faced by students in speaking English. This includes difficulties in pronunciation, use of vocabulary, sentence structure, as well as psychological factors such as anxiety or lack of confidence in speaking.

3. Social Environment

Based on the results of observations in daily interactions in the classroom, it can be seen that some students are reluctant to speak English in group assignments or small discussions. It is seen in everyday interactions in the classroom. Some students who stop talking actually get negative responses from their friends, such as being laughed at

or sarcastic. This causes students to stop talking and become more passive in the next activity.

4. Lack of motivation

Motivation is the drive to do something in order to achieve a certain goal. Motivation is essential for education because it can affect the way students learn, participate, and interact in the learning process. One of the main things that can affect a student's speaking ability is a lack of motivation.

5. Lack of confidence

When researcher observed learning, researcher found that many students faced barriers in speaking. In English language learning sessions, especially presentation activities both individually and in groups. In the speaking roleplay activity, some students refused to appear in front of the class.

