

CHAPTER I

INTRODUCTION

1.1 Background

The ability to communicate in English is one of the most important skills in facing the era of globalization and increasingly fierce competition in the world of work today. English is becoming an international language used in various fields, including business, education, technology, and international communication (Sudiran, 2026). Therefore, speaking in English is an indispensable skill for individuals who want to compete in the global job market

Despite not being the most commonly spoken language in the world, English is recognized as an official language in 53 countries and is spoken by around 400 million people worldwide. This means that if someone wants to communicate with various people around the world, English will most likely be the first choice. Therefore, English language skills are the key to expanding connections globally (Sudiran, 2016).

In Indonesia, as a country with diverse regional languages, the ability to speak English is often a challenge for many people, including students majoring in English. Students majoring in English are expected to be able to master English not only theoretically, but also practically in everyday communication situations as well as in academic contexts.

However, in practice, many students experience obstacles in developing their speaking skills. One of the main obstacles often faced is the lack of opportunities to practice speaking English actively outside the classroom (Sudiran et al., 2025). This factor can be caused by the lack of a supportive environment,

such as the lack of opportunities to interact with native English speakers or the lack of opportunities to take part in activities that require English speaking skills.

In addition, another factor that also plays a role in this obstacle is the lack of confidence in using English. Students often feel anxious or afraid of making mistakes in speaking English, so this inhibits them from speaking fluently and confidently. In addition, the lack of effective communication skills in English is also another obstacle faced by students.

In the context of Universitas Muhammadiyah Malang, as one of the universities that has an English department, improving students' English speaking skills is very important. Universities have an important role in producing graduates who are able to communicate effectively in English, so that students can compete in an increasingly competitive global job market.

Therefore, the researcher will discuss the research title "Analyzing student problems in speaking classes A case study in the English department of the university of Muhammadiyah Malang class of 2020" this research will discuss an in-depth analysis related to the problems faced by students in English speaking classes. With a better understanding of these problems, it is expected that appropriate measures can be taken to improve students' speaking ability. In addition, this research can contribute to the development of English speaking teaching methods that are more effective and enjoyable for students.

Analyzing speaking problems involves assessing both the mechanical execution of speech and the cognitive or psychological factors that affect communication. In language acquisition or professional communication, researchers and educators

typically break down these difficulties into two core categories: **linguistic barriers** and **psychological/environmental barriers**

1. Linguistic Problems (Mechanical & Structural)

These factors deal with the physical ability to produce language correctly and fluently.

- **Pronunciation & Intonation:** Difficulty with articulating sounds, applying proper stress, or using rising/falling intonation. This often causes words to be unintelligible or changes the meaning completely.
- **Vocabulary:** Having a limited lexicon, which leads to frequent pausing, struggling to find the right words, or relying on the native language.
- **Grammar:** Confusion with sentence structure, tenses, and subject-verb agreement. This makes formulating coherent sentences incredibly slow and mentally draining.
- **Fluency & Comprehension:** The inability to connect ideas smoothly or process rapid speech from an interlocutor.

2. Psychological & Environmental Problems (Cognitive & Social)

These are emotional and situational barriers that prevent fluent speaking, even when a speaker has the right vocabulary and grammar.

- **Anxiety & Fear of Making Mistakes:** Worrying about being criticized by peers or judged for sounding unnatural.
- **Shyness & Lack of Confidence:** A general reluctance to speak up or participate, especially in large groups.
- **Mother Tongue Interference:** The habit of mentally translating from one's native language, which creates unnatural sentence pacing and awkward phrasing.
- **"Nothing to Say" (Low Motivation):** Feeling unable to think of things to say, often caused by a lack of interest in the topic or a lack of background knowledge.

How to Analyze Speaking Problems

When diagnosing a student's or professional's speaking difficulties, educators and researchers use specific methods to gather and evaluate data:

1. **Assessment Rubrics:** Evaluators score speakers across five core parameters: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension (as originally outlined in standardized models like the Brown Speaking Test).
2. **Qualitative Research Tools:** Using recorded interviews, observation checklists, and surveys to identify the root causes (e.g., whether the issue is a lack of vocabulary or high social anxiety).
3. **Speech Compression Techniques:** Instructors often use the 3/2/1 technique (a 3-minute speech compressed into 2 minutes, then 1 minute) to measure whether an issue is caused by a lack of ideas or poor speech processing.

2. Previous studies analyzing speaking problems often focusing on English as a Foreign Language (EFL) learners consistently group challenges into two main categories: linguistic and psychological factors.

The primary obstacles identified in these studies include:

- Linguistic Barriers: Insufficient vocabulary, improper grammar use, and pronunciation errors.
- Psychological Barriers: Shyness, fear of making mistakes, speaking anxiety, and a general lack of self-confidence.
- Environmental & Social Factors: Over-reliance on the mother tongue, lack of motivation, and uneven classroom participation.

1.2 Problem Formulation

1. What are the problems faced by final semester students majoring in English in English speaking classes at Universitas Muhammadiyah Malang class of 2020?
2. What are the factors that influence these problems students majoring in English in English speaking classes at Universitas Muhammadiyah Malang class of 2020?
3. What are the strategies that can be done to overcome these problems students majoring in English in English speaking classes at Universitas Muhammadiyah Malang class of 2020?

1.3 Research Objectives

1. To identify the problems faced by final semester students majoring in English in English speaking classes at Universitas Muhammadiyah Malang class of 2020.
2. Analyzing the factors that influence these problems.
3. Provide recommendations to improve the speaking ability of final semester students majoring in English at Universitas Muhammadiyah Malang.

1.4 Research Benefits

1. Provide a better understanding of the problems faced by final semester students majoring in English in English speaking classes at Universitas Muhammadiyah Malang.
2. Provide information to teachers and educational institutions about the factors that influence these problems.
3. Provide input to improve English speaking teaching methods at Universitas Muhammadiyah Malang.

1.5 Scope of Research

This research will focus on final semester students majoring in English at Universitas Muhammadiyah Malang in 2020. The research will include identifying problems faced by students in English speaking classes, analyzing the factors that influence these problems, and providing recommendations to improve students' speaking skills. This research will use a qualitative approach with data collection techniques in the form of participatory observation, interviews, and document analysis.

1.6 Definition Of Key Terms

Analyzing student speaking problems involves identifying linguistic (vocabulary, grammar, pronunciation, fluency) and psychological (anxiety, shyness, fear of mistakes) barriers that hinder communication. Key terms include linguistic factors (structural language issues) and **non-linguistic/psychological factors** (internal, emotional, or environmental barriers).

Key Terms and Definitions

Speaking Difficulty/Problem: A barrier, such as fear of mistakes, lack of confidence, or lack of vocabulary, that hinders a student from effectively producing spoken English.

Linguistic Problems: Language-based obstacles, including poor pronunciation (not knowing how to say words), poor grammar (inability to structure sentences correctly), and limited vocabulary (lacking words to express thoughts).

Non-Linguistic/Psychological Problems: Internal factors including anxiety (nervousness), shyness (inhibitions), lack of confidence, and lack of motivation to speak.

Inhibition (Shyness): Students feeling worried about making mistakes, shy of the attention that their speech attracts, or fearful of criticism.

Mother Tongue Use: The tendency of students to use their native language (L1) instead of English due to habit or lack of confidence.

Fluency: The ability to speak smoothly and readily without excessive hesitations, pauses, or backtracking.

Anxiety: A feeling of tension and apprehension, specifically regarding speaking in front of others, often resulting in students remaining silent.

Reduced Forms/Performance Variables: Difficulties in using contractions, elisions (sounds left out), or excessive hesitations, leading to unnatural or "bookish" speaking patterns.