

## CHAPTER I

### INTRODUCTION

Chapter I provides a background of the study, research problem(s), research objective(s), scope and limitation, research significance, and definition of the key terms.

#### 1.1 Research Background

In order to speak communicatively, correct grammar and appropriate vocabulary need to be used. It is the reason why speaking is more challenging than other language skills such as writing, listening, and reading. Therefore, the learners take time to obtain these skills (Kehing & Yunus, 2021). Moreover, according to Sabina (2019), there are several daily situations in which students need to speak, such as talking to someone face to face, communicating on the phone, answering a question, asking for directions, going to a store or a meeting, and chatting with friends. Speaking is used for some reasons, such as to respond to someone else, do something to someone else, or even to express our feelings or opinions about something.

Anxiety is a common problem in speaking. Fauzi & Asi (2023) found that English speaking anxiety is indeed due to the characteristics of language learners such as gender and number of years in learning English. Males have better self-control and can separate themselves from negative emotions, whereas females are likelier to feel tension and worry. Additionally, regardless of gender, students who have studied English for a longer time tend to exhibit reluctance or anxiety when

speaking English. This means the more time they devote to learning English, the more they become comfortable and familiar when speaking the language. Moreover, according to Khouni, Gasim, & Al (2022), students experience a variety of speaking anxieties, such as communication apprehension, fear of negative evaluation, and speaking test anxiety.

Learning speaking is important for students to self their expression and can be used in their daily life. Moreover, according to Sukrutrit (2023), learning speaking is significant because it can be used in the classroom activities and in daily life. It is a talent that is most frequently utilized in the classroom for classroom interaction. In addition, speaking skills come in very handy in daily life to make a good first impression when meeting new people, as well as to establish and maintain professional relationships at work.

However, it is unsurprising that many students experience difficulties in learning speaking skills, some are even reluctant to learn. According to Amoah & Yeboah (2021), there are two types of elements that may make students difficult to learn speaking skills, namely linguistic (related to vocabulary, pronunciation, and grammar) and psychological (including anxiety, shyness, and a fear of making mistakes) issues. On the other hand, Güneş & Sarıgöz (2021) stated that it is evident that factors like personality, practice, motivation, anxiety, attribution, foreign language environment, materials, EFL teacher, classmates, and strategy use do not cause issues with speaking performance, while factors like attitude, aptitude, and unfavorable perceptions of foreign languages do. Thus, the causes of the difficulties

in learning speaking are still controversial and, therefore, need to be verified by further research.

Several researchers have investigated the problems in learning speaking, such as Sayuri (2016); Khudiryah (2023); and Puteriy (2021). Firstly, Sayuri (2016) conducted a study on the problems in speaking faced by EFL students of Mulawarman University. In terms of pronunciation, fluency, grammar, and vocabulary, she came to the conclusion that students had difficulty in speaking English. Secondly, Khudiryah (2023) conducted a study on an analysis of students' problem in learning speaking at MA Arrohman, Sumoyono, Jombang. She found that peech errors such as silent pauses, filled-in spaces, repeats, unretracted, retraced, corrections, stutters, and slip tongues, as well as grammatical errors involving the omission of bound morphemes, auxiliary words, prepositions, and incorrect word selection, pronunciation, and code-switching, were among the problems that students faced when learning speaking. Thirdly, Puteriy (2021) found that every student had different difficulties in speaking such as lack of vocabulary, lack of pronunciation, nothing to say, lack of motivation, fear of making mistakes, shyness, and mother tongue use.

Research on the causes of the problems in learning speaking have also been conducted by previous researchers, such as Putera, Petrus, & Lingga (2022); Wulandari, Amalia, & Ramdhani (2022); and Sri (2020) First of all, Putera, Petrus, & Lingga (2022) conducted a study on speaking performance and problems faced by English major students at a University in South Sumatera. They found that there were some causes of the problems in learning speaking. Lack of general knowledge,

a lack of speaking practice, a fear of making mistakes, a lack of practice utilizing words and grammar, a lack of motivation, a lack of engagement, a lack of interest in reading, shyness, and a lack of use of dictionaries were the factors that contributed to speaking problems, trepidation, aversion to criticism and pronunciation problem with new terms. Secondly, Wulandari, Amalia, & Ramdhani (2022) found that there were three problems in learning speaking such as a lack of vocabulary, pronunciation, and lack of grammar. While in speaking, learners would pause the discourse to consider the terminology they needed to use. Lack of pronunciation came next. When pronouncing English words, learners still used their native tongue pronunciation as a guide. Lack of grammar came last. Thirdly, Sri (2020) conducted research on the difficulties of learning speaking at the twelfth grade of SMA N 1 Jatinom. The result showed that there were four factors that caused difficulties in learning English speaking, such as internal factors, students' low interest in learning speaking, classroom conditions, and students' environment.

In order to differentiate this current research from the other previous research, the researcher briefly review several studies that have been conducted by Putera, Petrus, & Lingga (2020); Wulandari, Amalia, & Ramdhani (2022); Sayuri (2016); and Sri (2020). First of all, Putera, Petrus, & Lingga (2020) conducted research on speaking performance and problems faced by English major students at a university level, whereas in this current research, the subjects were the students at junior high school level. Secondly, Wulandari, Amalia, & Ramdhani (2022); Sayuri (2016); and Sri (2020) focused on studying speaking difficulties faced by senior high school students in learning speaking at senior high school level, whereas in this current

research, the researcher focused on both problems and causes of the problems in learning speaking junior high school level.

This research is conducted at MTS Negeri Kota Batu. This school was selected for the research setting because of the results of the preliminary study that the research conducted when he carried out the PLP II revealed that many students were still afraid of presenting their work in front of the class. Moreover, when asked directly by the teacher, many of them could not convey their ideas. The second reason why this school was selected was that many students had speaking scores below the KKM.

### **1.2 Research Problems**

Based on the background of the study above, the researcher tries to answer the following questions:

1. What problems do the eighth-grade students face in learning speaking at MTs Negeri Kota Batu in learning speaking?
2. What causes the problems faced by the eighth-grade students in learning speaking at MTs Negeri Kota Batu?

### **1.3 Research Objectives**

Based on the formulation above, the objectives of the research are:

1. To know the problems faced by the eighth-grade students at MTs Negeri Kota Batu in learning speaking.
2. To know the causes of problems faced by the eighth-grade students at MTs Negeri Kota Batu in learning speaking.

#### **1.4 Scope and Limitation**

This study focuses on describing the problems and causes of problems faced by the eighth-grade students at MTs Negeri Kota Batu in learning speaking.

#### **1.5 Significance of the Study**

The researcher expects that the findings of the study will be significant for several subjects, especially for students, teachers, and the researcher. For the students, it's expected that the findings can be used as a resource for information to address their difficulties and enhance their speaking proficiency. For the teachers, it can be used as a resource or reference to choose the most effective teaching strategy based on his students' problems and use it as a reference to improve the teaching and learning process. Also, for the next researchers, by knowing the students' difficulties in learning speaking, the other research has a new reference about the difficulties in learning speaking.

#### **1.6 Definition of Key Terms**

There are several definitions that need to be understood about learning speaking, which aim to make it easier for readers to understand the context of learning speaking, namely:

1. Speaking is a productive skill that produces voice to share ideas, information, and to express meaning to interact with other people (Arini & Wahyudin, 2022).

In this research, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.

2. Speaking skills are the capacity to articulate a concept that resides within a person and incorporates various aspects of pronunciation, vocabulary, and

structure (Zuliani, Heni, & Sakina, 2023). In this study, speaking skills are speech enhancers that are utilized by the students to form understandable sentences for a listening audience.

3. Learning Speaking is a process that attempts to provide students the ability to comprehend and apply the forms of act following intellectual, factual information, and emotional attitude (Setyonegoro. 2013). In this research, learning speaking is the way the students understand five components of speaking; grammar, vocabulary, pronunciation, fluency, and comprehension.

