

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the research questions, the purpose of the study, the significance of the study, the scope of limitations, and the definition of key terms.

1.1 The background of the study

Speaking is one of the skills needed to acquire a language. Hammer (2007) said that speaking is the ability to not only speak itself, but also to process information and language. Speaking is the ability of how people share ideas, thoughts, and many more. Therefore, speaking skills are a must be mastered. Nunan (2003) stated that one element of speaking is fluency and this element needs to be achieved by students learning, especially English.

Fluent in a language means that one is able to quickly comprehend, understand, and answer back in the given situation or circumstances. Richards (2009) stated that natural language is used when a speaker starts meaningful interaction and maintains understandable communication despite having communicative limitation. It means that to be able to speak fluent we have to speak naturally and avoid as many mistakes as possible. However, even though students in Indonesia have studied English for quite some time, they still encounter a great deal of difficulties.

For example, Ur (1999) mentioned that one of the factors' causing difficulty is lack of vocabulary, being nervous, afraid to make a mistake, and more even for people who have learned the language for four years, in university as undergraduate students.

The previous study conducted by Al Nakhalah (2016) entitled *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*. The purpose of the study is to investigate the speaking challenges that Al Quds Open University in Palestine English language learners face. Furthermore, the study intends to investigate the reasons behind these challenges. The investigator employed the experimental approach to quantify and illustrate the speaking challenges faced by English learners. The researcher created an interview and used it with the study's participants. Each student underwent an interview in order to look at speaking issues and their root causes. The findings demonstrated and indicated that some students had difficulty speaking for a variety of reasons, including shyness, nervousness, fear of making a mistake, and a lack of confidence. The researcher made several recommendations, the most significant of which was to create an atmosphere that would promote and motivate students to speak English regularly. He also recommended conducting additional research and studies on the speaking challenges faced by English language learners.

The other research conducted by Rahmaniah (2018) entitled *The Speaking Difficulties Encountered by Non-English Students in Language Classroom*. The subject of the study were students at the Faculty of Muhammadiyah University of Mataram's Teacher Training and Education Program. It was carried out to look into speaking challenges faced by students in non-English departments. Fifteen Indonesian students from Muhammadiyah University of Mataram's second semester participated. The descriptive quantitative technique was adopted in this study. According to test data, the first area in which second-year Indonesian department students struggled was grammar; 80% of them were incorrect, with the exception of stock phrases. In terms of fluency, 73% of speakers speak unevenly and slowly, with the exception of brief or regular sentences. Third, pronunciation is an issue as 73% of students made serious mistakes, and their strong accents made it difficult to understand and necessitated repeated exposure. Fourth, when it comes to vocabulary, 60% was restricted to terms related to their everyday lives and survival. The final finding relates to comprehension; just 55% of students can grasp sluggish, extremely simple discourse on typical social and touristic issues; this means that repeated and rephrased information is needed. There are two types of factors that non-English department students have to deal with: internal and external influences. Internal factors include their quiet nature, difficulty learning new things, difficulty pronouncing words correctly, lack of command of grammar, laziness in memorizing words, lack of confidence, and fear of making mistakes. Due to outside influences, they rarely speak English in class and their surroundings.

The last research was conducted by Zainurahman (2019) entitled *A Study on the University Student' Speaking Difficulties*. One of the main problems with teaching EFL is students at every level have trouble speaking. Numerous researchers have revealed that the reasons vary from psychological to linguistic. Numerous professionals created textbooks and essays on this topic in hopes that teaching English to speakers would grant positive results. While teachers play a crucial role, it is also necessary to consider each student's unique situation. In this qualitative study, fourteen college students were selected at random from a university. Through the use of a speaking rubric to assess performance, it has discovered that the students' linguistic domain (grammar) proficiency was incredibly poor. However, the interview data, which was reduced to a few keywords, showed that the students' psychological issues, such as reluctance and low self-esteem, had an impact on how well they performed in the speaking activity. Furthermore, the results demonstrated the significance of vocabulary competence in speaking activities. The two main issues that this study has identified are vocabulary mastery and psychological reasoning.

Students on average have more than six years to study with three years in lower secondary school and other three years in upper secondary school. At the university level many cannot be considered to have advanced English proficiency. The difficulties in speaking have been researched by many scholars. These difficulties discussed above cause long language acquisitions in learners. However, this research will try to find a new factors causing students needed a long-time learning

English. Some findings resemble to previous study will not be presented. The finding that are new or possess novelty will be presented here.

1.2 The Research Question

Based on the background of the study, the research question stated as follows:

What factors are causing the difficulty in English communication?

1.3 The Purpose of the study

This study is to investigate new factors of the difficulty, which is causing a long time to communicate effectively.

1.4 Significance of the study

Continuing the background of the study, the researcher expects that this study can give a contribution to the following:

a. Teachers

Teachers could know the reason behind the difficulty in speaking English and give further solutions to those who struggle with it. They can also motivate not only particular student such as second year-students, but also first-year students and further until senior students. Teachers can also strengthen and encourage students to speak in an exciting environment while also enhancing students' communication abilities.

b. English department

The English department can further motivate its surroundings with strategies to handle matters and encourage students and society to speak English, such as greeting and having a quick conversation. The English department can create an environment where students can express their opinions in English in many places. Not only students, but also teachers and staff of the English department can communicate in English. Therefore, no one can feel afraid, for all of the English departments have equal English communication.

1.5 The scope and limitation

The scope of this study is the 3rd year of undergraduate students of Universitas Muhammadiyah Malang's English department in the 2021 academic year who are still struggling with speaking. Sixth semester of undergraduate students have been through lower secondary school, upper secondary school, and five semesters on campus. Furthermore, they have completed speaking for formal and informal interactions and are currently studied speaking for academic purposes. However, this research considered that they have been selected because they have been going through academics for more than 6 years.

1.6 The definition of key terms

1.6.1 Difficulty speaking

Difficulty in speaking is language problems where one is unable to speak and express their ideas clearly through spoken language. In my research it can be identified by having more than 6 years of English speaking.

1.6.2 Psychological aspect

Psychological aspect in spoken language refers to emotional and mental factors that influence students speaking performance. Factors include, anxiety, fear of making mistakes, and lack of confidence.

1.6.3 Sociolinguistic aspect

Sociolinguistic aspect in spoken language refers to how a language is used in social-context, and within community influenced by culture, level of formality, many more. Factor includes, unsupportive environment.

1.6.4 Linguistic aspect

Linguistical aspect in spoken language refers to the systematically structures used in a language. The factors include, lack of vocabulary, lack of grammar mastery, lack of pronunciation.