

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Indonesia, as a citizen of the world, does not want to be left behind by other nations. As a result, the Indonesian government, in Law Number 20 of 2000 concerning Proppenas 2000/2004, believes the existence of English subjects significant enough to include English courses in the national school curriculum through the Ministry of National Education. In fact, because it is deemed significant, students in Junior High and Senior High School receive at least 4 hours of lessons each week.

As well explained, language is always used to refer to human's way of communicating (Daulay, 2018). Today, English language is one of the most widely spoken languages on the universe. It has a significantly less population than Mandarin, with 1.5 billion people who speak it. (Gunantar, 2016). English has historically been recognized as a language that must be mastered in order to succeed in academics, professional trade, information access, and worldwide communication.

Apart from listening, reading, and writing, speaking is one of the four basic skills in learning foreign language. Students have been taught to communicate in English at the first year they entered junior high school. Speaking is one of the skills needed to acquire a language because it allows people to communicate and receive information or messages. Speaking is the activity of communicating information or expressing one's thoughts and feelings through the use of spoken words. Daulay (2018) said that speaking is an activity to express feeling and idea orally. In addition, Mart (2012) also defined that speaking is being a capability of speech, in expressing or exchanging thoughts by using language.

In our current society and global environment, it is fundamental to be able to communicate in English. The ability to speak is a significant element to gain when learning second or foreign language because the effectiveness of learning the language is determined by learners' capability to speak the language studied.

Furthermore, speaking is such an interactive process in meaning construction that the production, reception, and collection of information are involved.

However, for many students nowadays, speaking can be a difficult challenge because it requires interaction. The other four abilities can be practiced independently, but students cannot actually speak alone, therefore they should make every effort to find someone with whom to talk. It was supported by Nazara (2011) most people believe that speaking is the most basic skill to develop throughout the history of EFL teaching and learning. Furthermore, she stated that there are various reasons why people believe that speaking is the most main skill to learn. First is, in language instruction and study, speaking has been a key priority. Second, many speaking courses books, audios, videos, and other materials are frequently being created. Last but not least, people believe that speaking is the most significant skill to master because speaking ability is used to assess how well learners understand a language.

Furthermore, Kuśnierek (2015) stated in his journal that speaking looks to be one of the most important skills students can have because it requires a specified significance of practice and exposure. Many people nowadays consider the fluency in speaking become the most powerful skill in their target language, because being able to speak fluently with a native speaker typically indicates that individual's real linguistic levels. As a result, most individuals consider speaking a foreign language to be synonymous with understanding it because speech is the most basic form of human communication for them.

This is the same thing as what the researcher got during an interview with one of the teachers at the school which became the object of the research. We know that students may face difficulties in speaking, such as a lack of confidence while speaking in front of an audience/class, a lack of vocab, poor pronunciation, or a lack of motivation, among other issues. Every student has uniqueness; some students have a high level of confidence, while others do not. In fact, it also happened at the first year of MTsN students. The research found that the students had a limited ability to communicate in English based on the pre-observation. They are difficult

to pronounce and are not accustomed to doing so, or in other words, they are still unfamiliar with the language. Their inability to communicate in English is also due to a lack of vocabulary. They have trouble translating from Indonesian to English and vice versa. They lack the confidence to express themselves in English for fear of making mistakes, and they are also speechless. That is why the researcher is interested in doing this study to determine what the students' real difficulties are. The researcher needs to make sure the atmosphere of learning English speaking especially for happened at the first year of MTsN students. Most of the students have their own difficulties s in learning English speaking so that they are not able to speak English well because of many factors included.

Actually there are many studies that also discuss this topic such as Rahmaniah & Asbah, (2019) they did research about speaking difficulties encountered by non-English students in language classroom. Then, Saragih & Listyani (2021) also did a research of English language education program second-year students' speaking difficulties in an academic speaking class. Another one, Handini et al (2021) which analysed an analysis on students' difficulties in speaking at MTS NW Al Hidayah Baremayung. Las but not least, Gea et al., (2020) found an analysis of students' difficulties in reporting procedure text at SMA Methodist 7 Medan.

Considering the fact above, this research is aimed to find what actually become the significant difficulties for students in learning speaking especially for the first year at MTsN Tanjung Balai. Despite there are several research before, the thing that become the difference this time, is the researcher chose students in the first year of junior high school which was their first opportunity to learn English more deeply. This is a phase of transition from elementary school to junior high school which requires them to be able to master English, especially in speaking. Therefore, based on all the consideration the researcher decides to conduct research entitled **“Student’s Difficulties in Learning Speaking Faced by The First Year Students at MTsN Tanjung Balai”**

## **1.2 The Identification of the Problem**

Based on the background of the study above, we can identify some problems related to the students` difficulties in learning speaking such as:

1. The students have a lack of confidence while speaking in front of their class and afraid of making mistakes;
2. A lack of vocabulary that make students cannot describe what they want to express;
3. Students continually make errors when speaking because they do not understand proper grammar and pronunciation;

## **1.3 The Limitation of the Study**

The researcher needs put limits for the research. It was designed to keep her focused on the research by avoiding a huge difficulty area. Based on the background and identification of problems above, the researcher limits the problem about the students` difficulties in learning speaking that faced by the first-year students at MTsN Tanjung Balai.

## **1.4 The Formulation of the Problem**

In a way that is based on the limitation of the problem above, the researcher formulates the research question such as:

1. What are the students` difficulties in learning speaking that faced by the first-year students at MTsN Tanjung Balai?
2. What are the factors that lead the difficulties occur?

## **1.5 The Objective of Study**

The objective of the study is to find out and describe what actually become the difficulties in learning speaking that faced by the first-year students at MTsN Tanjung Balai as well written in identification of the problem before.

## **1.6 The significance of Study**

The significance of the study is expected will be useful for:

### **1.6.1 Scientific Significance**

Scientifically, the researcher expects the result of this study can give the useful information to enrich the knowledge about the difficulties in learning speaking.

### **1.6.2 Practical Significance**

Practically, the researcher expects this research can be useful for many else includes students, teachers, and further researchers.

#### **1.6.2.1 For the Students**

The result of this research is expected to the student will evaluate themselves after they realize about what become the difficulties in speaking English and find out the way to solve them.

#### **1.6.2.2 For the English Teachers**

Some teachers might be facing the same problems and difficulties as mentioned in the background of the study, so after the teacher knows about the students' difficulties in speaking English, the teacher can try to find the solution such as better strategy of learning speaking English to make the students get the good skill.

#### **1.6.2.3 For the Further Researchers**

The researcher expects that this study can be used as an additional source for further researchers who want to conduct research especially in speaking skill. Finally, the next researcher can develop the research to make it better.