

CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Language is a bridge that is utilized as media of communication between people worldwide. Everyone uses language to communicate, deliver information, and express their ideas or opinions. According to Wibowo (2014), language is the most effective way to communicate an idea, message, purpose, feeling, or opinion to others. Therefore, language is more than just media of communication but language is one of the most crucial parts of human life.

English is extensively utilized as an international language in all countries worldwide. Nowadays, English gives comprehensive knowledge and makes it simpler for people to carry out their activities in various fields such as academics, science, technology, medicine, and business since all of these fields are primarily spoken and written in this international language. Since English is the most frequently spoken language, it plays a significant part in our education. Education is a medium that has an important role to help humans in developing their potential. Through education, there will be a process of empowering humans to become quality resources (Nasution & Dewi, 2021). The ability in English language skills gives students wider opportunities to explore books and obtain information from diverse sources from other countries. They may build a good-relationships with many individuals to work or study overseas. Indonesia is one of the developing countries that has made English a foreign language that all students need to learn in school. Since English is important, English is extensively taught in formal schools, from elementary school to universities. The use of English as a second language in oral communication is a complicated activity that must be considered while teaching English (Al-Nakhalah, 2016).

In Learning English, we need to understand the four skills, namely: listening, speaking, reading, and writing because these four skills can help us to master English quickly. One of the English language skills that any foreign language learner must master is the ability to speak. Ur (1991) considers mastering speaking English become an essential component of learning English from the four

skills. Therefore, learning to speak becomes the primary focus of foreign language students. In addition, Chaney (1998) stated that speaking is the act of creating and communicating meaning by using verbal and nonverbal symbols in a variety of contexts. When people speak, they will deliver information in various settings to ensure that it is relevant to the goals. Furthermore, speaking is one of the most important aspects of communication and significantly impacts people's interactions in daily life. People will be able to engage and communicate with others more readily if they speak. In other words, the consequence of speaking competence in oral communication may use to assess English ability.

Speaking allows people to communicate and receive information or messages from others. Speaking ability develops into a competency for interpersonal interaction and communication. Speaking is also a kind of communication that allows individuals from various countries to feel at ease while interacting and communicating. As Richard & Renandya (2002) stated that speaking was one of the most important aspects of communication. It indicates that speaking is essential, and we may share our feelings, emotions, and ideas through speaking. In addition, Brown (2004) stated that Speaking is producing, receiving, and digesting information are all parts of the interactive process of meaning production. People should understand what is being said when they talk by using the surrounding context. Speaking, as stated in the previous definition, is the act of expressing ideas to create meaning.

Speaking is one of the most significant aspects of life since it is required for everyday activities and is usually done in face-to-face interaction and communication. People may express themselves and interact with others through speaking. According to Richards (2008), many language learners emphasize mastery of speaking skills. It is possible to infer that the role of speaking is to allow students to communicate in real-life situations. From the explanation above, speaking should develop students' communication skills since students can express themselves in this way.

In Indonesia, many institutions use English as media of communication in learning activities, one of the institutions that use English in learning activities is Islamic Boarding School. Some Islamic boarding schools apply two foreign

languages to their learning activity and daily communication. All of the students are obliged to speak Arabic and English in everyday communication during formal or non-formal activities. Therefore, speaking is one of the skills that should be learned and mastered by the students of Islamic Boarding School. Islamic boarding school has some programs for learning English as a way of increasing student's speaking English, for instance; weekly language (every month is divided into two weeks of English and two weeks of Arabic), memorizing vocabulary (students memorize vocabulary or daily expressions every morning), conversation (students have conversations every week with specific topics), and public speaking (students carry out speech once a week).

However, the students of Al-Majidiyah Islamic Boarding School still encountered some problems in speaking English. The students have difficulty expressing ideas or messages to others in English. The students are afraid to make mistakes in grammar and pronunciation, so they find it difficult to speak English. They are also unconfident in several English programs implemented at the Islamic Boarding School, such as public speaking and conversation. As stated by Ur (1996), the students face some problems in speaking English, such as Inhibition, nothing to say, low participation, the use of mother tongue, lack of vocabulary, poor in grammar and poor in speaking. In addition, the aspect of speaking does not require students to speak English with precise grammar; instead, they must first gain confidence in their ability to speak English.

As a matter of fact, the researcher has found some problems in students speaking English. Many programs are used in Al-Majidiyah Islamic Boarding School, but most students cannot practice their English language as well as possible. They still have some problems speaking by using English in their daily activities. They would instead use Indonesian than English as media of communication.

There are some previous researches related to this research. Firstly, A previous research was conducted by Alfi Syahidah Turada entitled "*An Analysis of Student's Problem in Speaking at Eleventh Grade of SMA Negeri 1 Sukodadi*". The researcher focused on the problems and causes in speaking English of eleventh grade at SMA Negeri 1 Sukodadi. In this research, the researcher found that the problems students face in speaking English are the students don't know the

components of English well, such as grammar, vocabulary, pronunciation, comprehension, and fluency. Then, the cause of students' problems in speaking are lack of confidence, fear of mistakes, lack of motivation, shyness, and anxiety (Turada, 2021). Secondly, research was conducted by Ikrar Genidal Riadil entitled "*A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill*". The researcher focused on the problems experienced by EFL learners in speaking English. In this research, the researcher concluded that Tidar University students, as EFL learners, are concerned about making errors and receiving negative feedback, so they are concerned with pronunciation, grammatical structure, and vocabulary. Students lack relevant expertise, which results in poor or unequal involvement in their classes. Then, students believe that their mother tongue is easier to learn than English (Riadil, 2020). Lastly, research was conducted by Baiq Suprpti Handini, Ari Prasetyaningrum, Selamat Riadi Jaelani, and Muhammad Faza Fauzan Azima entitled "*An Analysis on Students' Difficulties in Speaking*". The researchers focused on students' difficulties while speaking English and what factors contribute to the problems, especially when introducing themselves at MTS NW Al Hidayah Baremayung. Based on the result, students' performance in speaking English, particularly in introducing themselves, was associated with a lack of vocabulary, inability to produce words correctly, and lack of confidence while presenting themselves. The problems happen when students are not used to speaking English, rarely practice, and don't have a large vocabulary (Handini et al., 2021).

From several previous researches above, in general all of the research focused on students' problem in speaking English so that it is similar to this research. The difference between this study and the previous study, this study discusses students' problems in speaking English daily communication in Islamic boarding school and the causes of the problems. Besides that, the difference is the type of research object, all of the researches were located in general schools, so that they experience different problems from those located in Islamic boarding school.

Based on the explanation above, the researcher concludes that students still face some problems in daily speaking English even though some programs have

been created to support students' speaking skills, such as; weekly language, vocabulary memorization, conversation and public speaking. In this case, the researcher was interested in learning more about the problem faced by students in speaking English daily communication. From the description above, the researcher seeks to describe the students' speaking problems in English daily communication and the factors causing it.

1.2 The Identification of the Problem

Based on the background of study which has been mentioned above, the problem is identified, as follows:

There are some daily communication programs created to support the students' speaking skill, such as; weekly language, memorizing vocabulary, conversation, and public speaking. Unfortunately, the students got some problems during speaking English in their learning activities and daily communication.

1.3 The Limitation of the Problem

To make this research not too broad for the researcher, the researcher would like to limit the scope of the problem. Therefore, the limitation of the problem is this study focuses on the problems faced by students in speaking English daily communication and the factor that causes the students' speaking problems in English daily communication.

1.4 The Formulation of the Problems

Based on the background of the problem above, the researcher tries to describe the students' speaking problems in English daily communication encountered by the students of Islamic Boarding School. The researcher wants to know:

1. What are the speaking problems in English daily communication encountered by the students of Islamic Boarding School?
2. What are the factors that cause speaking problems in English daily communication encountered by the students of Islamic Boarding School?

1.5 The Research Objectives

Based on the background of the problem and formulation of problem above, the objectives of the problem are as follows:

1. To investigate the speaking problems in English daily communication encountered by the students of Islamic Boarding School.
2. To investigate the factors that cause speaking problems in English daily communication encountered by the students of Islamic Boarding School.

1.6 The Significance of the Study

The significances of the study, as follows:

Theoretically:

1. The findings of this study are beneficial to educational advancement as a reference and feedback in teaching English, particularly for boarding schools that use English as their daily communication to build a bilingual environment.

Practically:

1. The findings of this study will help English teachers understand students' speaking problems in English communication, allow them to overcome these problems and enhance their teaching strategies.
2. The students will know some of the problems and the cause that they may encounter when speaking English so that they may improve their speaking skills in daily communication.
3. This research will be used as the information and knowledge about students' problems in speaking and its cause.
4. This research as the one of the ways to develop the researcher's knowledge and experience.