

CHAPTER I

INTRODUCTION

This chapter presents the discussion on context of the study, focus on the study, formulation of research question, purpose of the study, significant of the study, scope and limitation of the study, and definition of key terms.

A. Context of the Study

In the 2013 curriculum English learning, there are four language skills that must be mastered by students, namely reading, listening, speaking, and writing. Furthermore, these skills are interrelated and cannot stand alone. Therefore, students must master these four skills well. This is supported by Uma and Ponnambala (2001) who stated that mastering language skills will determine the students' communicative competence in the target language.

Speaking is one of the daily activities carried out by students. Whereas in English, speaking is a productive skill. By speaking, students can communicate with each other. In addition, speaking can be a measure to determine students' ability to speak English. According to Brown (2000), he stated that speaking is a productive skill that can be directly and empirically observed. If students can speak English well and fluently, it means they are good at English.

There are many factors that can influence students' speaking skills. According to Brown (2007:142), there are many factors that influence

students' speaking. In general, there are two main factors in influencing speaking, namely internal and external factors. Internal factors are factors that come from the students themselves which consist of physiological aspects (body organs) and psychological aspects such as intelligence, attitudes, interests, talents and motivations. While external factors consist of social environment such as family, teachers, staff, community and friends, and non-social environment such as home, school, equipment and atmosphere. From that definition, it can be concluded that internal factors are factors that affect students' speaking skills from within themselves. While external factors are factors that influence from outside such as the school environment.

In this study, the researcher took several previous studies. First, the research was conducted by Yulizar (2020). The title of the research is "An Analysis of Factors Influencing Students' Speaking Skill at Tenth grade of State Senior High School 2 Kampar". The research focused on investigating the factors influencing students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar. The result of this research is that there are two factors that can affect students' speaking skills. The first is internal factors, namely: psychology, language competence and topical knowledge. The second is external factors, namely: performance conditions and environment.

In addition, another study conducted by Tuan & Mai (2015) entitled "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School" focused on investigating the speaking problems of students at Le Thanh Hien High School and the factors that can affect their speaking

performance. The results of this study indicate that there are many factors that can affect students' speaking performance, namely: topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, pressure to perform well and time for preparation.

Furthermore, Riftriani, Ikhsanudin, Rezeki (2019) entitled "Factors Influencing Students' Speaking Difficulties in Giving Oral Presentation" described students' difficulties in speaking when oral presentation is divided into two factors, namely internal factors and external factors. On internal factors, there are major factors (lack of confidence, fear of making mistakes) and minor factors (nervousness, anxiety, shyness). After that on external factors there are major factors (the environment) and minor factors (used mother tongue).

Based on previous study, the researcher found that there were no observations on data collection techniques in the first study. Observation is needed to obtain data more accurately because a researcher can record, calculate, measure and record events that occur directly. In addition, in the first study there were no supporting subjects such as teachers or school principals as additional data sources.

Furthermore, in the second study, researcher did not find any interviews on data collection techniques. Interviews are needed to obtain more in-depth and quality data from the respondents to be studied. In addition, researcher can also obtain data that has gone unnoticed. In the third study, the researcher

found that there was only one participant. Too few participants, will have an impact on the less variety of data to be obtained.

Based on the discussion above, the researcher realizes that there is a gap in the previous study. In this study, the researcher focused on the factors that could affect students' speaking difficulties. The researcher has examined 5 students of third semester of English Department as the main subject, while lecturer as supporting subjects. To obtain data, researcher used observation and interviews. This study is expected to be able to fill the gaps in previous study.

According to the explanation above, the researcher has conducted a research entitled "Factors Affecting Students' Difficulties in Speaking at UIN SAYYID ALI RAHMATULLAH".

B. Formulation of Research Question

Based on the context of the study, the research question can be divided into several specific research questions, as follows:

1. What factors contribute to the students' difficulties in speaking at the UIN SAYYID ALI RAHMATULLAH?
2. How do the students minimize the difficulties in speaking at the UIN SAYYID ALI RAHMATULLAH?

C. Purpose of the Study

According to the research questions above, the purpose of the study is as follows:

1. To know what factors that contribute to the students' difficulties in speaking at the UIN SAYYID ALI RAHMATULLAH.
2. To know how the students minimize the difficulties in speaking at the UIN SAYYID ALI RAHMATULLAH.

D. Significance of the Study

The result of this study is expected to provide some significances to the following reasons:

1. Theoretically:

In this study, the authors hope that can contribute to further research and can contribute ideas to people working in the world of education. Hopefully, after reading this research, readers will understand what are the factors that can affect students' difficulties in speaking.

2. Practically:

- a. For researchers, this study can increase the knowledge of researchers about the analysis of factors that can affect students' difficulties in speaking.

- b. For students, the results of this study are expected to encourage students to learn English and motivate students to improve speaking ability.
- c. For teachers, this study is useful for English teachers in motivating students to improve speaking ability. In addition, teachers can improve their knowledge and experience in choosing learning methods and materials properly.
- d. For other researchers, this study is expected to provide valuable information for other English language researchers about the analytical factors that can affect students' difficulties in speaking. In addition, this study is also expected to help further researchers as a useful reference and can help writers of the next material to develop better material.

E. Scope and Limitation of the Study

The scope of this study is third grade students of UIN SAYYID ALI RAHMATULLAH. The researcher focused on an analysis of factors that can affect students' difficulties in speaking.

F. Definition of Key Term

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,

1994). From this definition, the researcher defines speaking as a way of communicating by expressing ideas through words and it is one of the most important aspects of language learning.

2. Speaking problem

During the speaking activity in the classroom, there will definitely be some problems. According to Penny Ur (1996), there are several speaking problems that teachers can encounter in getting students to speak in the classroom. Speaking problems are divided into four, namely: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.