

## **CHAPTER I**

### **INTRODUCTION**

This section describes the background of the proposed research. It focuses on a brief description of the topic chosen for research and why researchers conducted research in this area. Again, the study describes the scope of the study and gives a brief overview of the study, definition of terms.

#### **A. Background of the Study**

English in Indonesia is known as the most important foreign language. English is taught to students since elementary school level. Schools are the main medium for students to learn English in addition to taking private lessons. At school, students learn four English skills, namely reading, writing, listening and speaking. By reading students are expected to be able to understand the text they read so that they can find the main idea, message or information in the text. By writing students are expected to be able to write simple sentences and then develop them into more complex sentences until they can finally form into a coherent paragraph. By listening students are expected to be able to understand what they hear and by speaking students are expected to be able to learn to apply English as a communication tool, convey messages or information to others.

Of the four English skills, speaking is the most important skill because it is used in communication. In addition, (Zyoud, 2016) mentions that in speaking, a speaker expresses his thoughts and feelings in words, phrases, and sentences following a certain structure that governs the unit of meaning and meaning of the sentence. By speaking we can provide information about our ideas, thoughts, feelings and ideas to others. Oral communication is often used to express information because people tend to easily grasp the ideas or opinions we express.

Bilingualism means anyone who possesses a minimal competence in one of the four language skills in another language besides his mother tongue (Macnamara, 1967). in additions (Dorian et al., 1990) stated that bilingualism is the individual's capacity to speak a second language while following the

concepts and structures of the target language instead of paraphrasing or adapting his or her mother tongue. From these two references, it seems like the term bilingualism refers to only two languages, the mother tongue and another language which is referred as the second language. But actually, those two definitions do not really give the limitation how many languages can follow, as long as the criteria are fulfilled. Furthermore, bilingual education is the use of two languages in the instructions and assessment of learners (García & Baetens, 2009). This means that bilingual education is different from regular education system. Bilingual education uses a mother tongue (native) or a second language (another language). In bilingual education, both languages are used as the language of instruction in lessons. English bilingual students use more English in their learning process. Although in the learning process they focus more on using English, it is undeniable that they also have difficulties, one of which is speaking in English.

Foreign language skills are a real challenge for learners, because to speak a foreign language such as English, it is not enough just to know grammar but also to understand the use of real English contexts. (Kayi, 2006) states that speaking is choosing the right words and sentences according to the social setting, audience, situation, and appropriate subject matter. Being fluent in English requires a lot of knowledge and experience in using it as a real means of communication.

Speaking problems are some of the problems that make a person have low speaking skills. According to (Doris et al., 2007) speaking problems are actually one of the important reasons behind poor academic performance. These problems can hinder students to improve and develop their speaking skills. Some of the factors that cause students to experience problems in speaking a foreign language are that they are weak or difficult in vocabulary, grammar, and pronunciation. These problems are included in linguistic problems.

Regarding speaking difficulty that hinder bilingual students from speaking are mentioned as speaking problems and it is explained by some following references. (Hidayati, 2014) mentioned that the main difficulties faced by the

EFL learners in Pribadi Bilingual High School Bandung were mostly related to linguistic skills which include: grammar, vocabulary, and pronunciation. The evidence that those students face difficulty in speaking English was found in the speaking performance test which depicts the errors that indicate the speaking problems of the students. In additions, (Fitriani, Dea Aries 2014) argued, Linguistics problems in students' speaking performance are grammar, vocabulary, and pronunciation problems. By seeing the percentage of the questionnaire items in grammar, vocabulary, and pronunciation, the grammar problems are the students who often get confused in using future tenses with total percentage 21.73%. In line with this, (Nurlela, 2019), students have problems in speaking, The problems consists of, pronunciation, Vocabulary, Grammar, fluency, nervous and shyness. Pronunciation and Vocabulary and meaning, was the dominant problems.

Unlike in public schools with regular education systems, bilingual students are encouraged to have better English skills. Before conducting the research the researcher conducted a survey or interviews with bilingual class teachers and some non-bilingual students, the researcher asked their opinion about bilingual class. The researcher concluded that because most of the bilingual class material was delivered using English as their concern language, it gave rise to the perception that most bilingual students are good English speakers. However, that does not mean that there are no students who are considered to have low English proficiency. this is evidenced by the findings of researchers in the form of students' speaking scores are lacking. Bilingual class students may also face problems in their English, especially in speaking skills. Therefore, this study is intended to determine the speaking difficulties faced by bilingual students. This study entitled "Speaking Difficulties Faced by The First Grade English Bilingual Class"

## **B. Formulation of Research Question**

Based on the research background, the formulation of the research problem are:

1. What speaking difficulties do English bilingual Class at MAN 3 Blitar?

2. What is the cause of speaking difficulties of English bilingual Class at MAN 3 Blitar?

### **C. Purpose of the Study**

According to the formulation of research question or problem, the purposes of this study are:

1. To know what speaking difficulties do English bilingual Class at MAN 3 Blitar.
2. To know what is the cause of speaking difficulties of English bilingual Class At MAN 3 Blitar.

### **D. Significance of the Study**

With the aims of finding out the difficulties of speaking faced by English bilingual students, the research is expected to contribute beneficial impacts as follows:

1. In the field of teaching:

This research is expected to provide real benefits for English teachers in increasing their knowledge about the difficulties faced by students in their speaking. This research is also expected to encourage teachers to find better teaching methods as a strategy to overcome students' speaking difficulties.

2. For future research:

This research is also expected to provide great insight for other researchers to conduct further and more specific research on students' speaking difficulties and their strategies in new settings.

### **E. Scope and Limitation of the Study**

In this study, the researchers only focusing on the speaking difficulties of bilingual students when speaking English experienced by English bilingual class in Islamic Senior High School 3 Blitar. In this study, the researcher only focused on linguistic aspects such as vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability

become poor. There are some linguistic problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

#### **F. The Definition of Key Term**

The key terms of this study are:

1. Bilingual: is someone who able to use and speak two languages.
2. Bilingual Student: is a student who uses their first language at home or in the community and is learning through a second language, for example English, at school. In this study, the bilingual student referred to class XA and XB Islamic Senior High School 3 Blitar.
3. Speaking difficulties: Speaking, as defined by Widdowson, is a part of reciprocal exchange in which both reception and production play a part (Widdowson, 1978). In this research, speaking difficulties are the problems faced by the EFL learners/students in speaking English.