

## **CHAPTER I INTRODUCTION**

In the first chapter of the research, the research presents six sub chapters related to study. This part also explains issues related to speaking problems. Furthermore, this chapter provides evidences about the importance of speaking. In general, this chapter contains Background of the Research, Statement of Research Problem, Objective of the Research, Significance of the Research, Scope and Limitation of the Research, and Definition of Key Terms.

### **A. Background of the Research**

Speaking is one of the important aspects of learning a language. Speaking is defined as the ability to pronounce articulate sounds or words to express, state and convey thoughts, feelings, and ideas. There is no point in learning a language without being able to use it to communicate properly. More importantly for daily interaction, speaking skill holds a big role in everyday communication. Speaking is not only about the ability to understand and to be understood by the other person, but speaking is also the ability to respond quickly and precisely to the other person.

Speaking is a way to precise thought out uproarious utilizing the voice or conversation. It implies that when somebody interatomic with others by employing a language as a implies, certainly, they need to communicate something imperative. For illustration, they need to precise their sentiments and considerations. It means, for somebody to communicate with others without having any reason. As individuals communicate, there must be a sender and reciever. In this manner, speaking includes at slightest two individuals; speaker and listener. Subsequently, for someone to be able to exchange informations, thoughts, ideas, opinions, views or feelings, they must be able to communicate it through the words they put together.

Speaking is also about the way people express and convey ideas, thoughts, opinions, notions and feelings to other people as a speaker partner based on self-confidence, honesty, truth and responsibility. Speaking as a process of conveying information, ideas or concepts from the speaker to the listener. In conveying information, orally, a speaker must be able to convey it well and correctly so that the information can be received by the listener. In order to become a good speaker, the speaker must be able to understand the information critically and effectively, which also related and required a listening activities. The speaker also requires to be a good listener then in order to be able to grasp the information correctly.

Speaking is a process of communication, whereas there is the process of converting the form of thoughts or feelings into meaningful speech or language sounds, which are conveyed to other people. Speaking is an event of conveying one person's intentions (ideas, thoughts, feelings) to another person. Speaking is a productive skill that can be seen directly and observed empirically (Brown, 2004). Speaking skills are productive, producing, giving and conveying. Speaking is not only about quickly producing words from the spoken apparatus, but mainly about conveying main ideas in an orderly manner, in a correct way according to the function of language in communication. Based on the opinions above, it can be concluded that speaking is the ability to utter articulatory sounds or words to express, state and convey thoughts, ideas, feelings, as well as convey messages through spoken language to a person or group of people to achieve a certain goal.

Someone who has good speaking skills will find it easy to socialize, whether at home, in the office or elsewhere. With his skills, all the messages he conveys will be easy to digest, so communication can run smoothly with anyone. Speaking is the starting point and speaking is information about conveying messages through spoken language. When speaking, using good and correct language will create a communicative situation. The existence of an effective reciprocal relationship in speaking activities, between the speaker and the listener, will make communication activities more effective and efficient.

In communication, of course there are parties who act as conveyors of intent and recipients of intent. In order for communication to be established well, both parties must also be able to work together well, which can be created by paying attention to several factors, including paying attention to who is being communicated with, the situation, place, content of the conversation, and the media used.

Broadly speaking, communication runs in two directions. Interaction is known by a conversation or exchange between people. Communication is the delivery of messages by the communicator to the communicant who will receive a direct response. Also, communication is when the people involved can interact freely, have positive or negative feedback, and convey messages verbally. Brown (2001) stated that the most difficulties faced by students in speaking are the nature of interaction of the communication they are engaging in a process of negotiation of meaning. Apart from communicating, a person carries out speaking activities and also aims to influence other people with the aim that what is said can be well received by the person they are talking to.

The objective of learning a foreign language is to be able to have great verbal and written communication abilities within the target language. In this

manner, the capacity of foreign language learners to obtain effective and successful communication abilities within the target language gets to be the key point in accomplishing their foreign language learning objectives. Subsequently, speaking is one of an important skill that students need to master. It is since in speaking people will value how the students' capacity to deliver the target language or English is.

In fact, learners of English as a foreign language often encounter barriers or obstacles in developing successful and effective communication skills in practicing English in real life. When individuals use different words, expressions or sentences that cannot be understood, it is considered one of the major barriers to communication. In general, they continuously use the same words so that the speaking process cannot be carried out effectively. Moreover, if they misunderstand the meaning of a word then they cannot use the word correctly according to its meaning, as a result they will not be able to communicate with other people.

According to Cameron (2001), speaking is the as it were ability that requires dynamic utilize of language to specific meaning, making it more difficult than other capacities. It implies that, in expansion to providing support for understanding the meaning, supports for speaking production ought to be included in speaking exercises. Furthermore, speaking is additionally one of the foremost troublesome perspectives for understudies to ace. The reason why speaking is such a troublesome perspective for understudies to ace is since they don't have sufficient introduction to English (environmental factors), a hone of speaking English that's uncommon in lifestyle (they can use their mother tongue to communicate, instead of utilizing English) and feel humiliated and sluggish to memorize English. However, each person has their own aptitude in speaking which must be connected in daily life. Moreover, continuous communication practice will make students more sensitive and diverse in conveying information to others. The aim in learning English is emphasized on mastering the English speaking skill.

In learning activities, surely students will be involved in communicating by responding and asking for feedback in the process. But in practice, speaking is not easy without repeated habituation. Often speaking practice leaves a barrier for a language learner. There are many factors that cause students difficulties in pouring their thoughts into a language, especially a foreign language. Starting from internal factors, namely those that come from students and external factors, namely those that are beyond the control of students. As an important skill that students must master, we can determine students' ability to produce the target language or English in their speaking.

Basically, speaking skills must be mastered by students majoring in English especially in the communication activities either reciprocal, one-way or both. Speaking activities are intended for students to express and communicate directly in order to exchange thought or idea. Moreover, students majoring in English are expected to be more skilled and more competitive in speaking English, especially in speaking. Students majoring in English are expected to be able to directly use their English speaking skills both in the learning process and outside of learning activities. This is also the reason why mastering speaking skills is an indispensable requirement for those who want to learn English well as it is an important thing for the success of learning a foreign language.

Zhang (2009), who stated that speaking remains the most difficult skill for almost all English students, and they cannot speak English well in English. Since speaking skills are quite complex skills and are not easy for a language learner to master, it is not surprising that quite a few students often experience various obstacles in the process. The same goes for English students at the Islamic University of Sayyid Ali Rahmatullah where English is actually a foreign language for them. Moreover, based on the researcher's experience so far, difficulties in speaking or more specifically in speaking also happened at the English speaking class of the Islamic University of Sayyid Ali Rahmatullah Tulungagung. As a student of the English department they are expected to be good at speaking English and should have good ability in speaking. However, in reality many students of the English department cannot speak English fluently.

As students majoring in English, they are required and expected to be proficient in English, especially in speaking. However, it cannot be denied that there are still many students majoring in English but still have difficulty and lack at some aspects of speaking English. It is proven that during class, many of them are still reluctant to speak and often they choose to remain silent when they should have opinions and arguments. Even when they are forced to speak and express their opinions, such as in speaking class, they still often express it with full of doubt and nervousness. They often stutter when invited to talk and discuss with each other, moreover, they often dwell on the same phrases or expressions. It feels like what they want to express is stuck in the expression of the language they want to use.

As the previous study that has been conducted by Al Nakhalah, (2016). With his research entitled "Problems and difficulties of speaking that encounter English language students at Al Quds Open University" the results of his study has shown and indicated there some difficulties in the speaking of

the students due to some reasons such as shyness, fear of mistake, anxiety and lack of confidence.

Another research has been conducted by Dalem, (2017) with his research title “Difficulties of speaking that are encountered by English language students at Al Margeb University” he has found the most urgent for every teacher in the speaking difficulties faced by English language students at Al Margeb University such as shyness, anxiety, fear of mistakes, lack of confidence and lack of motivation.

Furthermore, Huwari, (2019) with his study entitled “Problems faced by Jordanian undergraduate students in speaking English” has divided the results of his research into four main themes with different subthemes: psychological factors (inhibition, lack of motivation), linguistic matters (like pronunciation, grammar, vocabulary), learning environment (topics of speaking modules, limited time), lack of practicing.

Based on the discussion above, the researcher realizes that there is a gap in the previous study. Therefore this study is expected to be able to fill the gaps in previous study. In this study, the researcher focused on the in students' speaking difficulties in speaking class. Thus, the researcher was interested in conducting research entitled "Exploring Students' Difficulties in Speaking Class at The State Islamic University of Sayyid Ali Rahmatullah Tulungagung"

In specific, this research utilized theories that have been expressed by several experts, which in general are based on the theories of Brown (1994) and Penny Ur (1996). Previously, Brown (1994) stated that there are four factors that influence speaking, four of aspects including grammar, vocabulary, fluency and comprehension. Furthermore, Ur (1996) stated that there are four things that become the obstacles in the speaking process, namely inhibition, nothing to say, low or uneven participation, and the last one is mother tongue use.

## **B. Statement of the Research Problems**

In line with the basic consideration above, the problem statement of this research as formulated:

- 1) What are the difficulties faced by the English major students in speaking class?
- 2) What are the causes of difficulties faced by the English major students in speaking class?
- 3) How do the English major students overcome the difficulties in speaking class?

### **C. Objectives of the Research**

This study has three purposes as follows:

1. To analyze the English major students' difficulties in speaking class
2. To identify the cause of difficulties faced by English major students in speaking class
3. To discover the ways of English major students in overcoming difficulties in speaking class.

### **D. Significance of the Research**

The significance of this research can be beneficial theoretically and practically for :

1. English students  
The results of this study provides experience, understanding of the difficulties during speaking class faced by English major students and discovering their ways in overcoming them.
2. Lecturers  
The findings of this research are, discovering difficulties experienced by English major students during speaking class, the lecturer may pay more attention and have a deeper understanding in accordance with students' difficulties in speaking class.
3. The future researchers  
The results of this research help future researchers to create a similar point of view and can provide informations for other researchers who want to conduct research in the field of speaking and connect it with current future research interests.

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

This research focused on students' difficulties and how they overcome these difficulties in speaking class at the State Islamic University of Sayyid Ali Rahmatullah Tulungagung.

### **F. Definition of Key Terms**

1. Speaking  
Speaking is the ability to express ideas, thoughts, opinions and feelings into a sequence of words or sentences.
2. Speaking difficulties  
Speaking difficulties are conditions when students experience obstacles during their speaking activity in class.

### 3. English major students

English students are a group of students who take English as their major and make English the main subject or focus that they will explore, study and develop.