

# CHAPTER I

## INTRODUCTION

This chapter describes background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

### 1.1 Background of the Research

Speaking skill is one of the most important skills that students learn while they learn English. Fahira (2022) stated that speaking is important for students because great speaking abilities allow them to communicate more effectively with others. Speaking abilities include the capacity to use spoken words to examine the ideas, intentions, emotions, and feelings of others in order for the person receiving the message to understand. Burhanuddin et al. (2021) mentioned that speaking is a language activity to send messages and meaning. Speaking is a means through which a new language to be then reacted. In fact, for students the spoken form of language may become the imperative source for language learning. Nevertheless, speaking obstacles can be challenging to the learners and create a lot of difficulties for them.

Students in Indonesia do not use English in their daily activities. When presenting a speech, they usually make mistakes. Students occasionally pause in the middle of a statement to consider what word to say next. It can take a long time. It is because the students did not know certain English vocabularies, they have bad pronunciation, they were afraid of making mistakes, and they were reluctant to speak English. These issues are contributing to their inability to speak or convey their ideas (Widyasworo, 2019). The element of speaking is not about speaking English correctly, but about instilling confidence in students who are just beginning to speak. Farhani et al. (2020) said that the most of the difficulties encountered in learning to speak English are lack of vocabulary, pronunciation, lack of grammar, shyness, nervousness, and anxiety.

According to the researcher's preliminary observations in the tenth grade of SMA N 1 Kudus, the most of students had several difficulties in speaking English. Students had difficulties in speaking or pronouncing the words correctly and they lacked ideas for expressing themselves in English, so they were shy to speak and express their opinions and thoughts in English. Students also did not understand how to use sentence structure well.

Based on the previous studies conducted by Prayudha.S & Pradana (2023), Wahyuni (2023), Badriyah & Novita (2023), Jaya et al. (2022), Munawir et al. (2022), Burhanuddin et al. (2021), Farhani et al. (2020), Wahyuningsih & Afandi (2020), Widiasworo (2019) whose findings the most of speaking difficulties involve linguistic problems such as lack of pronunciation, lack of vocabulary, and lack of grammar. The non-linguistic problems include shyness, fear, anxiety, and fluency.

According to Fahmi et al. (2020), stated that a comfortable, structured and practical platform to recognize their speaking behavior and weaknesses. It helped them to get the feedbacks with less anxiety. Bohari (2020) mentioned that teaching speaking using small group discussion has a positive effect to improve students' speaking skill. Hibatullah (2019) said that most of the problems found had the EFL students' problems when they study in their country. Lestari (2019) stated that students' perspective on the use of video blog to improve speaking skill is good through various strategies. Yuliantari & Mantra (2020) stated that some factors influence the lack of speaking skill such as the students to feel more enthusiasm when they do the active activity like playing games, explaining something or telling a story. Zakaria et al. (2019) mentioned that the affective strategy and social strategy can be applied to enhance students' speaking skills.

Although there have been many studies who have discussed the research on speaking difficulties. This research concern with the student's speaking difficulties in several elements of speaking skill and the strategies in speaking English that students use to improve their speaking skill.

Based on the problems described above, the researcher is interested in conducting the research entitled “The Analysis of Students’ Speaking English Difficulties of the Tenth Graders of SMA N 1 Kudus in Academic Year 2022/2023”. The research more specific about the students’ speaking English difficulties and students’ strategies used to overcome the speaking difficulties of the tenth graders of SMA N 1 Kudus.

## **1.2 Statement of the Problem**

Based on the background of the research above, the researcher focuses on the following questions:

1. What difficulties are faced by the tenth graders of SMA N 1 Kudus in speaking English?
2. What strategies are used to overcome the speaking English difficulties faced by the tenth graders of SMA N 1 Kudus?

## **1.3 Objective of the Research**

Based on the statement of the problem, the researcher determines objectives of the research as follows:

1. To find out the difficulties faced by the tenth graders of SMA N 1 Kudus in English speaking.
2. To describe the students’ strategies used to overcome the speaking English difficulties faced by the tenth graders of SMA N 1 Kudus.

## **1.4 Significance of the Research**

By doing the research, hopefully the result of research gives more benefit for the readers theoretically and practically, as follows:

### **1. Theoretically**

This research can be used as one of the references by the future researcher who will conduct this research related to students’ speaking English difficulties.

### **2. Practically**

It is hoped that it can be beneficial for the teachers and students. For the teachers, the researcher hopes that it can recognize the difficulties of their students

earlier and gives the inspiration, motivation, and solution of their problem that may be faced when they teach English speaking skill. For the students, the researcher hopes that it can give them a lot of information related to the problem discussed, and if they have the same difficulties, hopefully this research can help them to find the solution.

### **1.5 Scope of the Research**

This research took place in SMA N 1 Kudus, particularly in the tenth grade. The participants of this research were the tenth graders of SMA N 1 Kudus, who got the English lesson in this academic year.

In this research, the researcher focuses on analyzing the students' speaking difficulties and the students' strategies used to overcome the speaking English difficulties of the tenth graders of SMA N 1 Kudus. This research discussed about students' speaking difficulties and students' strategies to overcome the speaking English difficulties faced.

### **1.6 Operational Definition**

There are several terms which are essential to be defined avoid misinterpretation. It can be mentioned as follows:

#### **1. Speaking**

Speaking skill is one of the skills which is very important to be learnt. Fahira (2022) stated that speaking is important for students because great speaking abilities allow them to communicate more effectively with others. Burhanuddin et al. (2021) mentioned that speaking is a language activity to send messages and meaning. Speaking is a means through which a new language to be then reacted. In fact, for students the spoken form of language may become the imperative source for language learning.

#### **2. Speaking Difficulties**

English speaking is not easy for students because they have to study hard if they want to speak fluently with good comprehension. Widyasworo (2019)

pointed out that the students' difficulties in speaking English caused by several factors, pronunciation, vocabulary, grammar, and fluency. Many students lack of vocabulary necessary to convey their meaning, so they are worry about making mistakes while they speak.

### 3. The Tenth Graders of SMA N 1 Kudus

Students who are studying at the tenth grade of SMA N 1 Kudus Academic Year 2022/2023.

