

CHAPTER I

INTRODUCTION

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

1.1 Background of the Research

English has become the most learned language in the world. Many people are serious about learning English in order to have a successful future in the worldwide community. English becomes crucial, it is because English is the most frequently spoken foreign language on the internet and in professional settings, caused by developments in technology (Kurniati & Romadlon, 2021). In English language learning, there are four skills, there are listening, speaking, writing, and reading. Speaking is one of the most crucial skills that English language learners should improve. According to Tinjaca & Contreas, Speaking is one of the most important skills for English language learners to develop since it is the ability to engage with others and involves a wide range of skills. In addition, Perez, Carreiras, and Dunabeitia, stated that speaking is a dynamic process of creating meaning that includes producing, receiving, and digesting information.

Speaking skills becomes a competency for interpersonal engagement and communication. Speaking is also a form of communication, and it allows people from various countries to feel at ease when interacting and communicating with one another. Speaking has become an important part of everyday interaction since most people's first perceptions are based on their ability to communicate fluently and clearly. According to the facts above, speaking has become an important component of everyday communication because most people's first impressions are based on how well they are able to communicate effectively and comprehensibly. Furthermore, speaking needs communicative performance as well as certain components such as intonation, pronunciation, vocabulary, grammar, and so on.

Even though speaking is considered a major language skill that students must improve, it is widely acknowledged that speaking English is difficult. Speaking English is challenging for a variety of reasons. Students typically have difficulty with English language learning and sentence construction. Students must be capable to speak English in order to communicate effectively with others.

Speaking English in ASEAN republics can be beneficial for non-native speakers, but there are challenges associated with learning and embracing the language, which may undermine the region's practice (Hieu et al., 2022). In Indonesia and Thailand, students don't speak English in their daily lives. They frequently make mistakes while presenting a speech. Students sometimes hesitate and halt in the middle of a statement to consider what word to say next. The most common issues found while learning to speak were a lack of vocabulary, poor pronunciation, a lack of confidence in speaking, and a fear of making mistakes during conversation.

English has grown as a global lingua franca, used for communication in a variety of disciplines, including education, business, and international relations. Despite its relevance, many students in non-English-speaking nations, such as Indonesia and Thailand, experience substantial hurdles in learning to speak English. These issues can be traced to a variety of causes, including linguistic, psychological, educational, and cultural effects.

This study will focus at the factors that contribute to Indonesian and Thai students' difficulty speaking English. It conducts a thorough comparative investigation, taking into account linguistic disparities, systems of education, cultural influences, and general perceptions and suggestions.

Based on the situation described above, the researcher is interested in carrying out the research with the title “A Comparison of Students Difficulties Factors in Speaking English Experienced by Indonesian Students and Thailand Students”.

1.2 Statement of the Research

Based on the background above, the researcher focuses on the following question:

1. What are the difficulties found in speaking English experienced by Indonesian Students?
2. What are the difficulties found in speaking English experienced by Thailand Students?
3. What are the similarities and the differences in students' difficulties in speaking English between Indonesian Students and Thailand Students?

1.3 Objective of the Research

Based on the research problem, the researcher determine the objective of this research as follows:

1. To find out the difficulties faced by Indonesian students, especially in class 12 students at SMA Al Ma'ruf Kudus.
2. To find out the difficulties faced by Thailand students, especially in Mattayom 6/14 students at Attarkiah Islamiah Institute
3. To describe the similarities and differences in students' difficulties in speaking English between Indonesian Students and Thailand Students

1.4 Significance of the Research

By doing this research, hopefully the result of this research will give benefits for the readers theoretically and practically, as follows:

1. Theoretically

This research can be used as one of the references for the future researcher who will conduct the similar research.

2. Practically

For English teacher, hopefully, the findings of this study will help teachers better understand the obstacles that English-speaking students face and how to overcome those difficulties, and teachers will be able to enhance their teaching strategies. And for the students, the findings of this study

will ideally assist students in understanding their issues and solutions to overcome those difficulties in speaking English, allowing them to evaluate themselves after knowing their abilities.

1.5 Scope of the Research

This research will take place in two different schools, there are in SMA Al Ma'ruf Kudus, particularly at the class XII F-2 and Attarkiah Islamiah Institute, particularly in Mattayom 6/14. This research will discuss about students' difficulties in speaking English and find out the similarities and differences between Indonesian students and Thailand students.

1.6 Operational Definition

1. Speaking

Speaking is the objective of sending events, ideas, emotions, and feelings to others through the use of oral language in a clear, logical, deliberate, and systematic manner, with the goal of understanding others.

2. Speaking Difficulties

The first problem is they are worried about making blunders when speaking. They are also unable to communicate themselves effectively or properly due to a lack of appropriate terminology. Another reason students fear to speak English is that they feel embarrassed and anxious. They are afraid to speak English in front of others because they are unsure of their own English skills.

3. Class XII F-2 of SMA Al Ma'ruf

Students who are studying at the class XII F-2 of SMA Al Ma'ruf Kudus in Academic year 2024/2025

4. Mattayom 6/14 Students of Attarkiah Islamiah Institute

Students who are studying at Mattayom 6/14 of Attarkiah Islamiah Institute in Academic year 2024/2025