

CHAPTER I

INTRODUCTION

This study is intended to narrate the researcher's own challenges in speaking skill as an EFL student. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms used in this study.

1.1 Background of the Study

Language is an important part of human life because it is essential for communication and communication activities with others. It is hard to do all activities without language. Every person uses language as a tool of communication with each other to express the personal reaction, and to stimulate a response from someone else. It means that language is a communication tool to express what have thought. Language also allows to give and receive information.

In this era globalization, the language is used to interact from one country to another country. That is why English is taught and studied in every school. In studying English, there are four skills studied such as reading, listening, writing, and speaking. All these skills cannot be separated from each other. Among these skills, speaking skill is one of the most important skills that students learn as they learn English.

Proficiency in the English language holds paramount significance for students in Indonesia, as it bears vital implications in their everyday lives. This pertains to various aspects, such as facilitating the introduction of Indonesia to foreign nations through the medium of English, among other functions. Fluency in English also assumes a pivotal role in engaging in debate competitions and

effectively engaging in conversations with unfamiliar individuals, thereby serving as a valuable instrument for commercial transactions. Consequently, it becomes imperative for students to adequately prepare themselves during their educational journey by cultivating a habit of conversing in English. The high school English curriculum is meticulously structured to equip students with the necessary skills to communicate effortlessly and with confidence. The act of speaking, herein defined as the utilization of language to convey meaning to others, underpins this entire discourse.

Various kinds of languages that can be used to communicate around the world, one of them is English. English is a crucial part in educational activities. Most of student giving their attention to get the knowledge from school or college that English is a mean of a teaching. The position of English in many countries is as a foreign language, including in Indonesia. English is used as an international language which makes it easier for many people to communicate at the international level. Through international language, more people can easily communicate with other people even though they have different countries. This thing very beneficial because each other can understand the meaning of what the other person is talking about.

The most complex skill in English is speaking because it involves the interaction of multiple psychologist as well as psychological process. Mercifully, the learners of second language speak fluently in their first language. The most targeted in traditional instruction is in sufficient knowledge of the first language systems, including vocabulary, and grammar, phonology. Actually, although the learners with advanced knowledge of the systems, they often still find some

difficulties to practice this knowledge in true context, direct encounters. Lacking a measure of skilled control over the online assembly production of utterances, including the capacity to respond spontaneously to the often unpredictable demands of interactive talk, the speaker's fluency will be at risk (Thornburry, 2012).

Speaking English is an activity that many people do, whether it at school, at university, at office, at home, or others. Speaking English can not be able to do if someone does not have the courage to say what he/she is feeling. Speaking English skill becomes a means of connecting language from one person to another. Speaking English can makes access a lot easier if someone is able to master the English language.

Speaking English is always a real challenge to the students in these educational institutions. Through this study, we try to answer some of these questions and give solutions to some of these problems. Normally in our classes, we pay less attention to speaking, more or less we concentrate on writing and listening, in some cases the teachers are bind by the fact that they must fulfill their obligation in finishing the syllabus in the fixed period of time during the school year cycle, that is why more attention is given to other skills in the class than speaking skill.

Mastering a speaking English is important in our modern society and global area. Fitriani, et.al (2015) stated that speaking skill is important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. In addition, speaking is an interactive process of constructing meaning that involves, producing, receiving and processing information. Brown stated that

speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse (Brown & Abeywickrama, 2004).

According to Bahadorfar and Omidvar (2014), there are several reasons why speaking must be mastered by English learners. First reason because speaking is most crucial part in learning and teaching English. Second, for language learners very important in mastered speaking. Third reason is speaking is instrument that be used in evaluate the ability of foreign or second language learners.

The ability to speak a second or a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skill. Speaking is a direct interaction. When speaking, the speaker try to deliver information to be understood by the listener, and directly the listener give a feed back to what speaker is saying in one time. Consequently, the speaker needs to be able to anticipate, and then produce a correct response when in a speaking exchange. In addition, the speaker has to possess knowledge to formulate rules and context to each purpose of speaking because each purpose has its rules and context.

According to Cresswell (2012), in a research we need a problem which is used as a basis for developing a study and can be used as a reference for further researcher to develop previous research, in this case also can be a gap for a research that doing by a researcher. Moreover, the gap in a research is needed to determine whether in the research has the crucial things or not.

The element of speaking is not about to speak English with appropriate grammar, but to instill confidence in students who are just starting to speak. Most

of the problems encountered while learning to speak were lack of vocabulary, lack in pronunciation, lack of confidence in speaking, and fear of making mistakes in conversation (Maulana & Heriansyah, 2016). There are some psychological factors that faced by the students when they speak in the class: fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation (Juhana, 2012). Additionally, students were afraid to make mistakes when pronouncing words, so they were shy to speak and express their opinions and thoughts in English. So the students were not confident.

In Asian context, many studies related to challenges in speaking skills have been conducted such as in Malaysia (Aziz & Kashinathan, 2021). The study focuses on the difficulties faced by ESL (English as a Second Language) learners when it comes to speaking English in a Malaysian classroom. The research suggests that the researchers aimed to investigate the specific challenges encountered by ESL learners in verbal communication in an educational setting in Malaysia. By examining these challenges, the study likely aimed to provide insights into the factors that hinder ESL learners' ability to effectively express themselves in English within the Malaysian classroom context. The research may have explored various aspects such as pronunciation, grammar, vocabulary, fluency, confidence, cultural barriers, or any other potential factors affecting ESL learners' spoken English proficiency in a Malaysian educational environment.

In Indonesian context, the study conducted by Rahayu (2015) focuses on analyzing the problems faced by students in speaking English within the daily language program at Husnul Khotimah Islamic Boarding School. It suggests that there are difficulties or challenges encountered by the students in using English as

a means of communication in their daily activities. The purpose of this research is likely to identify and examine the specific problems students face when speaking English. It may involve exploring factors such as vocabulary acquisition, grammar usage, pronunciation, fluency, and confidence in using English in real-life situations. Overall, the research aims to provide a comprehensive analysis of the challenges encountered by students in speaking English and potentially suggests strategies or recommendations to address these issues in the daily language program. Rahayu (2015) also argues that the difficulties faced in speaking English include afraid in making mistake, pronunciation error, lack in understanding grammatical, lack in vocabulary, loss interesting in study, minimum opportunities, mother tongue or dialect, seldom practice, and not discipline.

Another study also conducted by Sari (2017) argues that speaking skill refers to the ability to communicate effectively using verbal language. This skill is essential for language learners as it enables them to express their ideas, opinions, and thoughts fluently and accurately. The study aimed to investigate the specific challenges that students encountered while trying to improve their speaking abilities.

Overall, the research conducted by Sari (2012) aimed to explore the difficulties faced by eleventh-grade students in developing their speaking skills. The findings of the study could potentially be used to inform language teaching practices and curriculum development, providing insights into areas of improvement for English language instruction at the school.

Furthermore, the researcher wants to develop the previous research in the same problems. Through preliminary research, the researcher known that there are still challenges in speaking skill that must be found what the answer as an EFL leaner. This research aims at elaborating in details the difficulties and problems that face by students who learn English language as second language at English Departement, it speaks about the difficulties they encounter when they are communicating.

1.2 Scope of the Study

To do this study, the participants is limited for only one participant who is the researcher itself and will only discuss the researcher own story. As a researcher, the writer only use her own experience and personal story how challenges experienced by EFL students narratives in speaking skill . The researcher is focus on relating each past even that I have experienced and connect it with the concepts about each stage of challenges in Speaking skills.

1.3 Research Question

Based on the background that is mentioned above, the researcher formulates a research question as follows: *“What are the challenges faced in speaking?”*

1.4 The Purpose of this Study

This study aims to narrate the challenges in speaking that is related to my academic life experiences that the researcher faced when becoming an EFL Student.

1.5 Significance of the Study

The study examine many questions about the difficulties students face in learning English, more specifically how they can develop their communication skills, how they can develop their fluency and accuracy in English language, also the study will keep researchers updated about the kind of problems students studying at language centers and institutes face, it can also help other researchers to go ahead in enlarging their knowledge in this area as well as giving some guidance.

1.6 Definition of Key Terms

The writer wants to clarify and explain the terms of the title to make understandable meaning, they are, challenges in speaking skills, and EFL student's narrative. as following:

Challenges in speaking skills in this study refers to the challenges in speaking that is related to academic life experiences that the researcher faced when becoming an EFL Student. Speaking skills are one out of four skills in language skills. Speaking is the situation when people express their minds into a language. Febriyanti (2011) stated that speaking is the condition when people transfer their ideas into verbal and non-verbal communication. Nowadays, the students need to master speaking skills in English language learning because, by speaking, they will know someone's language measurement (Nazara, 2011).

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English (Ihsan, Muslem & Aziz, 2018). The students, especially EFL students', can not learn it fast. There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation.

EFL student narratives in this study refers to a written or spoken account or story created by a student in the process of learning English. It typically involves the student sharing their personal experiences, thoughts, or observations in a coherent and sequential manner using the English language. The purpose of assigning student narratives in EFL studies is to provide learners with an opportunity to practice and develop language skills, particularly in areas such as vocabulary, grammar, sentence structure, and storytelling. By engaging in narrative writing or speaking tasks, students can enhance their ability to express themselves fluently and accurately in English while also improving their overall language proficiency.

