

CHAPTER I

INTRODUCTION

1.1 Background of The Research

English is the most spoken language in the world, it is used by people as a tool of communication. Even when people are from different nations, they can interact with ease. The primary language they use for interaction and communication is English. That is why English is a language that people attempt to master. English is a foreign language in Indonesia. Harmer (2007) stated that English as a foreign language focused on scenarios in which students were learning English for usage with any other English speakers worldwide, such as when they were traveling or conducting business. Additionally, it is a subject that need to be covered at all education levels since it is crucial for individuals to know how to speak it now and in the future.

English is very important, however, there are still some environments in Indonesia that tend to not support people in speaking English when speaking and insist people to use Indonesian as the main language in daily communication. In Indonesian speaking environments students tend to have little opportunity to just practice their speaking skills with others. Speaking requires oral communication in everyday situations, hence it's a language competence. As a result, speaking English as a foreign language is crucial for allowing students to engage in communicative interactions with others.

Speaking is one of the four skills that have to be taught in English. Ur (1996) stated that speaking is the most crucial of the four language abilities since those who acquire a language are called speakers of that language. Everyone must speak to other people in order to interact with them. Speaking is crucial while engaging in social interactions with other individuals in order to learn more about them, when two people communicate directly to one another, they engage in verbal exchanges that result in the production of words to express information, views, and feelings. In other words, when people talk, they create words that the listener or audience can understand. Therefore, it is essential for everyone to possess strong communication skills.

People connect with others who are from different nations as well as those from their own as the need for English grows year after year. They must be able to speak English because it is an international language in order to be able to communicate with people anywhere and have meaningful conversations. English oral communication between students is expected, Hornby (1995) stated that speaking skill is the ability to utilize language knowledge in an immediate communication, however, it might be difficult in the context where Indonesian is most spoken. The majority of the students in SMAN 11 Kota Jambi also experienced the same speaking issue. From the field practice experience in SMAN 11 Kota Jambi, the students frequently struggled to make a sentence in English, pronouncing English words, and also tend to lack vocabulary and fluency. Additionally, since they are in an

environment where most students or people only speak Indonesian and rarely utilize English to communicate, motivation and self-confidence become the key issues.

Most students in SMA 11 in Kota Jambi use Indonesian language more than English in an English class, when they are learning, they understand the lesson if the learning process is carried out using Indonesian. When the teacher asks them to speak in English whether in doing a presentation, practicing a dialogue, or reading a text, they struggle to speak in English. Most of the students tend to lack the motivation to speak English and still need the teacher's guide to start a presentation, for example, when students do a presentation in group form they are expected to open the presentation, but some students seem still confused about opening the presentation in English, they tend to struggle while giving out a simple greeting.

Due to several reasons described by the researcher above, the researcher aims to find factors from the Indonesian language environment that have an impact on the students' speaking skills. For this reason, researcher investigated this topic by proposing a study entitled "An Analysis of students' English speaking skill problem in Indonesian speaking environment at 11th Grade of SMAN 11 Kota Jambi"

1.2 Identification of The Problem

It has been determined from the preliminary research mentioned above that the study's focus was on students' speaking skills problems in Indonesian-speaking environments.

The problems are listed as follows:

1. The students were difficult to speak English in where Indonesian is most spoken.
2. The students struggled to make a sentence in English, pronouncing English, and tend to lack vocabulary.
3. The students almost never use or practice their speaking skills.
4. The students use Indonesian language more than English in an English class.

1.3 Limitation of The Research

Taking into account the research's limitations due to the researcher's knowledge, resources, and time. In this study, the researcher focuses on students in SMAN 11 Kota Jambi's eleventh grade who have problems speaking English in an environment where the dominant language spoken is Indonesian.

1.4 Formulation of Research

Based on the background above, this researcher formulates the following research question: What are the students' English speaking skills problems in eleventh-grade students of SMAN 11 Kota Jambi in an Indonesian speaking environment?

1.5 Objectives of The Research

The researcher wants to find out the students' English speaking skills problems in eleventh grade students of SMAN 11 Kota Jambi in an Indonesian speaking environment.

1.6 Significance of The Research

The research's findings should have some impact on how English is taught and learned in the following ways:

1. The students

In this research, it is expected that students understand the need to learn and practicing their English speaking skills and why is it important.

2. The teachers

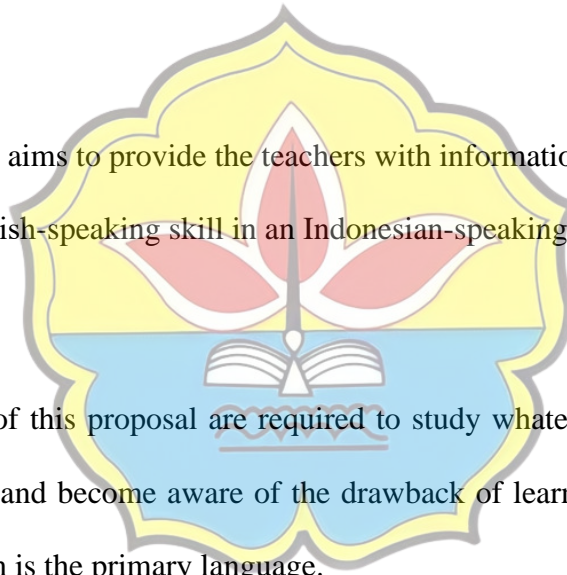
This research aims to provide the teachers with information regarding the problem of students' English-speaking skill in an Indonesian-speaking environment.

3. The readers

The readers of this proposal are required to study whatever they can to advance their knowledge and become aware of the drawback of learning English in a setting where Indonesian is the primary language.

4. The writer

This proposal helps the author in expanding her expertise and experience in academic writing.



1.7 Definition of Key-term

It is important to specify certain terms in this research in order to give information related to some key phrases. The definitions are as follows:

1. Speaking skill

The speaking skill referred to by the researcher in this research is the ability to speak in English as a tool for communicating with other people both domestically and abroad.

2. Speaking problem

The speaking problem referred to by the researcher in this research is the problem that the student faced every time they are asked to speak in English or when they are speaking in English.

3. Indonesian speaking environment

The Indonesian speaking environment referred to by the researcher in this research is an environment where people communicate daily using Indonesian as the main language and where students learn and communicate using Indonesian as the language most used.

